COMPUTERIZED DYNAMIC ASSESSMENT: AN ATTRACTIVE MEASURE TO BUILD STUDENTS' MOTIVATION IN ENGLISH LEARNING

THESIS

Submitted in Partial Fulfillment of the Requirement for gaining the Bachelor's Degree in the English Education Department

By:

Azka Nafis Dhukhaya

Student Number: 2103046041

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG
2025

THESIS STATEMENT

I am a student with the following identity:

Name   : Azka Nafis Dhukhaya

Student Number : 2103046041

Department   : English Language Education

Certify that the thesis entitled:

COMPUTERIZED DYNAMIC ASSESSMENT: AN ATTRACTIVE MEASURE TO BUILD STUDENTS' ATTITUDE IN LEARNING
is purely my own work. I am responsible for the content of this thesis. The opinions and findings of other authors in this thesis are quoted or cited based on ethical standards.

Semarang, 24 February 2025

The Researcher,

Azka Nafis Dhukhaya
NIM. 2103046041

ii

RATIFICATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with following identify:

Title	:	Computerized Dynamic Assessment: An Attractive Measure To Build Students' Motivation In English Learning
Name	:	Azka Nafis Dhukhaya
Student Number	:	2103046041
Department	:	English Education Department

It has been ratified by the Board of Examiners of the Education and Teacher Training Faculty at Universitas Islam Negeri Walisongo Semarang and can be received as one of the requirements for gaining the Bachelor's Degree in the English Education Department.

Semarang, 14 April 2025

THE BOARD OF EXAMINERS

Chairperson,

Dr. Hj. Siti Mariam, M.Pd.
NIP. 196507271992032002

Secretary,

Dr. Muhammad Nafi A, M.Pd.
NIP. 197807192005011007

Examiner I,

Lulut Widyaningrum, M.Pd.
NIP. 197808032009012010

Examiner II,

Nadiah Ma'mun, M.Pd.
NIP. 197811032007012016

Advisor,

Dr. Muhammad Nafi Annury, M.Pd.
NIP. 197807192005011007

iii

THESIS APPROVAL

To:

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum, wr.wb.

After correcting it to whatever extent necessary, we statute that the final project belongs to the student as below:

Name of Student : Azka Nafis Dhukhaya

Student Number : 2103046041

Department : English Language Education

Title : **COMPUTERIZED DYNAMIC ASSESSMENT: AN ATTRACTIVE MEASURE TO BUILD STUDENTS' ATTITUDE IN LEARNING**

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.
Wassalamu'alaikum Wr. Wb.

Semarang, 24 February 2025

Advisor,

Dr. Muhammad Nafi Annury, M.Pd.
NIP. 197807192005011007

iv

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University Semarang

Assalamu'alaikum, wr.wb.
I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **COMPUTERIZED DYNAMIC ASSESSMENT: AN ATTRACTIVE MEASURE TO BUILD STUDENTS' ATTITUDE IN LEARNING**

Name of Student : Azka Nafis Dhukhaya

Student Number : 2103046041

Department : English Language Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.
Wassalamu'alaikum Wr. Wb.

Semarang, 24 February 2025
Advisor

Dr. Muhammad Nafi Annury, M.Pd.
NIP. 197807192005011007

v

ABSTRACT

Title: COMPUTERIZED DYNAMIC ASSESSMENT: AN ATTRACTIVE MEASURE TO BUILD STUDENTS' MOTIVATION IN ENGLISH LEARNING

Name : Azka Nafis Dhukhaya

NIM   : 2103046041

The use of Computerized Dynamic Assessment (CDA) as an interesting method to improve students' attitudes towards learning English is examined in this study. This research aims to understand how CDA helps students become more motivated to learn English, especially grammar. Six students of SMA YASIHA Gubug were the subjects of observations, interviews, and recordings as part of the qualitative research approach. The main tool for implementing CDA was the BBC Learning English platform. Important motivational elements were studied, such as autonomy, competence, self-regulation, relatedness, intrinsic and extrinsic motivation, and self-regulation. According to the research results, CDA successfully builds students' motivation in learning, This is a result of the interactive features, which include progress tracking, real-time feedback, and gamification and points components. Students showed confidence, independence in learning, and a more enthusiastic approach to learning English. In addition, through teacher support and peer interaction, CDA encourages a sense of community. The study concludes by highlighting the potential of CDA as a teaching tool that actively builds students' motivation to learn. According to this study, incorporating CDA in language teaching can make the classroom more dynamic and focused on students' needs.

MOTTO

لَا يُكَلِّفُ اللّٰهُ نَفْسًا اِلَّا وُسْعَهَاۗ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْۗ رَبَّنَا لَا تُؤَاخِذْنَاۤ اِنْ نَّسِيْنَاۤ اَوْ اَخْطَأْنَاۚ رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَاۤ اِصْرًا كَمَا حَمَلْتَهٗ عَلَى الَّذِيْنَ مِنْ قَبْلِنَاۚ رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهٖۚ وَاعْفُ عَنَّاۗ وَاغْفِرْ لَنَاۗ وَارْحَمْنَاۗ اَنْتَ مَوْلٰىنَا فَانْصُرْنَا عَلَى الْقَوْمِ الْكٰفِرِيْنَ ﴿٢٨٦﴾

Allah does not burden anyone except according to his ability. To him is the reward for what he has done, and to him is the punishment for what he has done. (They pray.) "O our Lord, do not punish us if we forget or err. O our Lord, do not burden us with a heavy burden as You have burdened those before us. O our Lord, do not impose on us what we are not able to bear. Forgive us, pardon us, and have mercy on us. You are our protector. So, help us against the disbelievers."

(Q.S Al-Baqarah : 286)

"Assess, Motivate, and Achieve!"

(Azka Nafis Dhukahaya)

vii

DEDICATION

Thank you, Allah, for giving me a normal mind so that I can complete this project properly and smoothly. Behind the test you give, there will definitely be wisdom. Thank you to everyone who helped me succeed; without the help of those below, I might not have had the confidence to do this assignment successfully. The primary commitment is to:

1. Mr. Ahmad Maskuri, (My Connection) is my father my heart, half of my life, my best friend, my hero, my connection, a walking brain that I can ask for anything, thank you for all the love, happiness, help, thank you for all the affection, happiness, help, dedication that has been given to me until this moment if I am born again I will still want to be your little daughter thank you for all the efforts and sacrifices you have made so far, there is never a word of pride in my life dictionary for you because you are actually the main role that I really idolize, still the coolest father, the most handsome, the most dashing also the most sangar. Sorry if I haven't been able to make you happy but someday I will prove that I can be your pride, once again thank you for all the love given these words are not enough to describe how happy I am to be your little daughter, much love, Azka.

2. Mrs. Endah Sri Rahayu, (My Chef) my mother, thank you for being willing to conceive and give birth to me into the world healthy, with your endless love, thank you for being a skilled chef in the family, no one can beat your cooking, thank you also for the support given to me when heading towards the process of achieving success, sorry if so far I still like to disappoint but one day I will be the one to be proud of, much love your little daughter Azka.

3. My sister Wilda Jayaussyita (My Bank) thank you for accompanying me in this process, thank you for all the snacks given, thank you for being selfless to me, thank you for accompanying me during difficult and happy times, thank you for providing free entertainment every day, thank you for being willing to be bothered, may you always be happy and achieve what you aspire to, may we continue to be good, get along and walk on the path that Allah wants, much love your little sister Azka.

4. For myself Azka Nafis Dhukhaya (Cheerful Girl) thank you for being willing to fight to this point you are great, you are beautiful, you are independent, and you can do anything by yourself, thank you for being willing to go through the tests, the obstacles that are present during your process. not many people know about how you fought to get a degree that can make people around you happy, never feel like the most hurt person

be someone who is always strong, happy and cheerful people don't need to know when you are sad and crying. you are already very great. I am proud of myself for being able to go through all this, It's okay if you still cry because it is the process of becoming strong; stay cheerful.

ACKNOWLEDGMENT

Acknowledgment and thanks In order for me to finish my coursework for COMPUTERIZED DYNAMIC ASSESSMENT: AN ATTRACTIVE MEASURE TO BUILD STUDENTS' MOTIVATION IN LEARNING, I pray for Allah SWT, who has generously given me love, grace, and all I need. Our noble Prophet Muhammad SAW, who led and brought knowledge from the age of ignorance to a shining era, the era of Islam, is always receiving blessings and welcomes. Without the love, support, collaboration, assistance, and encouragement of people around me, I would not have been able to finish this thesis. It is impossible to list every single one of the numerous parties who actively participated in this investigation. On this joyful occasion, I would like to express my deepest gratitude to:

1. Prof. Dr. Fatah Syukur, M. Ag. is the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Dra. Nuna Mustikawati Dewi, M.Pd. as the head of English Education Department.
3. Lulut Widyaningrum, M.Pd. as the secretary of English Education Department.
4. My advisor, Dr. H. Muhammad Nafi Annury, M.Pd., provided me with the best guidance and advice as I completed this thesis. I want to express my gratitude to the innumerable people who gave me helpful recommendations, encouraging leadership,

and their time over the entire writing process. I owe him a huge debt of gratitude since I could not have progressed this far without him and his constant encouragement.

5. All lecturers in the English Department of Education and Teacher Training Faculty for valuable knowledge and guidance.

6. Mr. Syafi'i is SMA Yasiha Gubug's principal. We appreciate your acceptance for the study and your assistance in getting the task finished. He constantly prays for each of his students without the author's knowledge, which serves to mold and motivate the author to improve himself.

7. SMA YASIHA Gubug, specifically Mrs. Diah, served as the researcher's supervisor while she gathered data and gave the author's permission to do research at the school.

Kaliwenang, 22 February 2025
The writer,

Azka Nafis Dhukhaya

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

This chapter includes the background of the study, the reason for choosing the topic, the research question, the objectives of the study, the limitations of the study, and the significance of the study.

A. Background of the Study

The development of technology-based learning in this day and age is rapid, but before the existence of computerized dynamic assessment. Dynamic Assessment (DA) has existed, which is based on Vygotsky's (1987) proposal of the zone of proximal development (ZPD), which underlines the developmental importance of providing appropriate support for learners to help them go beyond their independent performance. From the point of view of Vygotsky's theory, assessments that aim to place individuals at precise points on a predetermined developmental trajectory risk underestimating their abilities (Vygotsky, 1978). The proximal zone, an extension of the actual zone, marks the space between what students can do with help and what they can do independently (Dunphy and Dunphy, 2003). The Zone of Proximal Development (ZPD) idea, developed by Vygotsky, has been an important cornerstone in understanding the learning process. However, the understanding and implementation of this notion have continued to grow over time. Despite being created as

a teaching tool for kindergarten through grade 12, the ZPD is becoming more and more recognized in higher education as a crucial tool for understanding learning (Wass and Golding, 2014). The two zones of learning, real (current) and potential (proximal), are described by Vygotsky as developmental. Constructivist educators believe that existing information and experience serve as the foundation for developing new knowledge and critical thinking abilities (Kantar et al., 2020). Distinguished from static assessment, DA reflects the ZPD idea that learners' potential development is different from actual development, and actual development cannot be a predictor of prior development (Kao & Kuo, 2023). In a typical DA session, a mediator provides incremental assistance such as hints or leading questions to push students beyond their performance and documents aspects of the learner's response to mediation, known as learner reciprocity, for further analysis. Analyzing mediated learner performance as well as their reciprocity during the interaction is critical to DA because students' responses to mediation reveal valuable information about their potential for further development (Ableeva, 2018; Levi & Poehner, 2018; Poehner, 2008) (Rassaei, 2023). As an essential component of education, assessments help teachers identify the strengths and weaknesses of their students, which can lead to improvements in education (Baniabdelrahman, 2010). Furthermore, evaluations are said to be seen as objective, reliable,

and ethically acceptable instruments for evaluating a range of student attributes (Mousavi, 2012). Regardless of the instructional approaches used, assessment is essential to the learning and teaching process since it gives students constructive feedback (Alias et al., 2015). Because assessments emphasize using real-world circumstances, identifying students' strengths and shortcomings, promoting human judgment, and applying rating criteria, they can be utilized to promote the learning of various components of a foreign or second language (Brown & Abeywickrama, 2010; Estrada-Araoz et al., 2023a).

As an essential component of education, assessments can help teachers identify their students' strengths and weaknesses, which in turn can enhance instruction (Baniabdelrahman, 2010). According to Alias et al. (2015), assessment is crucial to both the teaching and learning processes since it gives students constructive criticism. This is true regardless of the instructional approach implemented. Due to its emphasis on applying real-world circumstances, identifying students' strengths and shortcomings, promoting human judgment, and utilizing assessment standards, assessment can be utilized to promote the learning of many parts of a foreign or second language (Brown & Abeywickrama, 2010; Estrada-Araoz et al., 2023b). Computer dynamic assessment (CDA) is used in formative educational evaluation and intervention, combined with advanced educational evaluation

methods and technologies in the field of education. Through the use of computer technology, CDA provides tasks that dynamically adapt according to student responses. The goal is to design CDA computer-based assessment tasks to change in real time depending on student performance and understanding. Adaptability, the ability to succeed makes the evaluation process more focused and individualized. The evaluation process becomes more intensive and individualized. CDA goes beyond traditional assessment by not only measuring students' current abilities but also by providing opportunities to learn and develop during the assessment process. The dynamic aspect of its CDA, where assessment tasks change in response to CDA student feedback, is its main selling point. The CDA also provides various features and feedback. In this CDA, the researchers used the BBC Learning website as the content of interest to measure students' learning attitudes and focused on English achievements such as grammar, pronunciation, and vocabulary, which the BBC Learning website provides. Of course, there is interesting content as well as questions in it.

Sir John Reith's company offices are located in the City of Westminster in London, UK. The BBC Learning English website aims to educate users on English vocabulary, grammar, pronunciation, and culture. BBC Learning English has provided students worldwide with free text, audio, and video since 1943. Multimedia language learning resources tailored to learners'

requirements are available from BBC Learning English. The news word is one of several playlists that are included in BBC Learning English programs. With this playlist, students can practice pronouncing unfamiliar words correctly (Indriyani et al., 2021). This program has shown itself to be an effective tool for enhancing students' strategic English competencies in comparison to traditional teaching methods, which can lead to improved learning results and motivation. Self-directed learning is made possible by the software, allowing students to select their own courses and study schedules, which can boost engagement and motivation (Olena Konotop, n.d) According to BBC Learning English, students worldwide can access educational resources without paying for them. In addition to this, BBC Learning English facilitates self-directed learning by providing examples of self-directed learning materials and training for each student to tailor their learning experience to their needs. According to BBC Learning (2024), this enables students to choose learning methods that they enjoy, whether it's following a structured curriculum or using the most effective study aids that fit their learning style (Paramita et al., 2024).

Here are some schools that have used BBC Learning English in learning English. To improve learning outcomes, Fatmawati's 2020 study at SMK Hidayah Semarang emphasized the use of Android-based mobile learning as a means of

encouraging students' creativity and interest in learning. Bustanul Ulum Jember, a class X SMA Plus student, found that using the BBC Learning English application on Android improved their writing skills (Sya'diyah et al., 2024). The BBC Learning English app can, based on the observation results from the pre-test and post-test in the experimental group and control group 1. Considering the experimental group, it can be said that the BBC Learning English application can: (1) enhance students' ability to communicate effectively, can enhance their learning outcomes. (2) Make SMA Class X Singosari kids more eager to learn English (1 Marice Saragih, n.d.).

Here are some of the benefits or advantages of the BBC Learning English website compared to other applications:

1. Millions of people are learning English, thanks to the famous free English teaching resources offered by BBC Learning English. This app differs from Busuu, the research also indicates that Busuu could divert pupils' attention from their schoolwork. Furthermore, despite the fact that many users found the app helpful, some participants expressed a reluctance to pay for the premium membership after the trial period expired (AlDakhil & AlFadda, 2021).

2. Duolingo's Lack of Explanations: Duolingo offers corrections following tests, but it does not provide thorough explanations,

which can make it difficult to grasp errors. Simple Vocabulary: According to some users, the vocabulary provided is too simple to be applied in real-world situations and isn't applicable to ordinary discussions (Apoko et al., 2023).

3. Memrise is useful for learning vocabulary, however, it is not very good for grammar or speaking (Suci et al., 2023).

   (PROFESIONAL Jurnal Ekonomi et al., n.d.)

Previous research uses the 6E process (Engage, Explore, Explain, Engineering, Enrich, Evaluate (Lin et al., 2020). compared to a problem-solving approach through the STEM (science, technology, engineering, and math) process in building student attitudes and there has been no research that specifically explores the potential for using Computerized Dynamic Assessment (CDA) as a tool to build students' positive attitudes towards learning and this research uses qualitative methods. There is a need to investigate the suitability and appeal of CDA in shaping students' attitudes towards learning, especially in the context of technology-based learning as proposed by BBC Learning. In this study, the authors wanted to investigate the use of Computerized Dynamic Assessment (CDA) as an engaging tool for building students' learning attitudes and wanted to find out the feedback from students after using CDA with a platform called BBC Learning. The platform is called BBC Learning because the website has many features so the researcher decided to choose one

of the features in the website which is grammar because as it is known grammar is a difficult skill for students and grammar is also only not used for writing skills but also for reading skills so therefore the researcher wants to explore how this CDA can help build students' attitudes in learning for the subject of grammar by reading. CDA is an evaluation method that involves interaction between students and computers in completing adaptively designed tasks. The researcher will use BBC Learning's online learning platform as a tool to implement CDA. CDA is an evaluation method that involves interaction between students and computers in completing adaptively designed tasks. The researcher will use the BBC Learning online learning platform as a tool to implement CDA.

The study by Lin et al. (2020) examined how junior high school students' attitudes and technological inquiry abilities were affected by 6E Learning by DESIGN and problem-solving techniques in STEM education. When compared to problem-solving, the outcomes of the activity of creating an egg protection device showed that the 6E technique had a favorable but not statistically significant impact. This study suggests improving 6E-based exercises to help students improve their technology attitudes and abilities (Lin et al., 2020). However, the role of Computerized Dynamic Assessment (CDA) in influencing students' motivation to learn English, particularly in digital environments, has received

less attention. The purpose of this study is to find out how CDA, when incorporated into the BBC Learning platform, might be utilized as an interesting technique to increase students' interest in reading-based grammar instruction.

B. Research Questions

1. How does Computerized Dynamic Assessment facilitate students' motivation in learning English?
2. What are students' purposes for using CDA to support their motivation?

C. Objective of the Study

This qualitative research aims to explore how Computerized Dynamic Assessment can facilitate students' motivation in learning English because students' motivation is the key to students' attitude, where motivation plays an important role in learning the material brought in, which is grammar and the purpose of the study is to collect data based on students' understanding experience in English learning when using CDA to support students' motivation.

D. Significance of the Study

The goal of the study, according to the researcher, is to help others. It is also hoped that reading this study may provide further information and references for anyone who is interested in

the same subject. The study's conclusions are said to be important for:

1. The study's findings are anticipated to serve as a reference for future researchers and as a source of additional information for readers regarding how students interact with computerized dynamic assessments, which is a fascinating step in determining students' attitudes toward education in particular, particularly among high school students.

2. Practical Significance

    The study's findings should be practically useful to academics, educators, learners, and future researchers, the researcher hopes. applied in practice for the following goals by researchers, educators, learners, and upcoming researchers:

    a. For the researcher and teachers

        The results of this study can be a source of information for researchers, junior high school teachers, and lecturers about how students' feedback of student reciprocity in using computerized dynamic assessment (CDA), especially in the field of education in order to evaluate high school teachers, researchers, and lecturers that technology must go hand in hand with education.

b. For students

The results of this study are expected to provide information for students about the existence and use of Computerized Dynamic Assessment as a technology-based learning tool, so that they know how it feels when they are taught subject matter using technology.

c. For other researchers

The results of this study are expected to be used as a basis for further research, especially with regard to student feedback on the use of CDA as a technology-based tool for delivering more interesting learning materials in building student attitudes.

CHAPTER II

REVIEW OF RELATED LITERATURE

This Chapter contains theories, some previous research, and references that are related to the research.

A. Previous Research

The researcher took some previous research to strengthen and support this research. Some studies examined online learning.

The first previous research investigates factors influencing students' behavioral intentions to use Massive Open Online Courses (MOOCs) systems. It integrates the Technology Acceptance Model (TAM) with Innovation Diffusion Theory (IDT) and tests data from 1148 students in Malaysia. Results showed that six novelty features influence students' behavioral objectives, with relative advantages, complexity, trialability, observability, compatibility, and perceived enjoyment significantly impacting ease of use and usefulness.

The second previous research tested the feasibility of computerized group dynamic assessment (C-GDA) in L2 reading comprehension using tailor-made computer software. The software presented reading comprehension texts and prefabricated mediations to measure students' zone of proximal development (ZPD). Teachers engaged with the group to determine their ZPD level, and when students failed, the computer offered textual and

visual mediation. The results indicated C-GDA's applicability in classroom settings.

The third previous research used iSpring Quiz Maker to identify English listening difficulties in 172 L2 English learners, diagnose individual learning needs, and promote future potential. The program evaluated students' performance on overview, detail, and inference questions. Results showed that all three types of questions were challenging, with low LPSs having more difficulty with inference questions. The study suggests that C-DA can provide a comprehensive understanding of EFL learners' English listening abilities, potentially impacting instructional design and pedagogical approaches.

The fourth previous research study comparing a non-flipped undergraduate Genetics course with a flipped course found no statistical difference in exam performance. The study also found that 56% of students were satisfied with the flipped class, while 39% were dissatisfied. Dissatisfied students disproportionately disliked and had difficulty learning the lecture material from the videos, which suggests that the benefits of a flipped environment may be similar to active learning. researchers took this reference because it discusses student attitudes toward learning (Leatherman & Cleveland, 2020).

In the fifth previous research, with instructor guidance, students were encouraged to use WeChat to share their

understandings and build knowledge of Chinese cultural issues. Chat logs, data from semi-structured interviews, and a teacher's notebook were examined to learn more about the students' perspectives on how the WeChat learning community impacted cultural exchange and learning.

In the sixth, previous research, since visually impaired pupils have varying experiences with the challenging process of adjusting to their disabilities, the issue of the desire to learn is considerably more complex in their case. A lack of drive could lead to ignoring efforts to complete an exercise that the blind person finds challenging. Therefore, when completing a math assignment, visually challenged students require greater motivation and a sense of security.

The seventh previous research study looks into how motivation in higher education is affected by students' opinions of teacher support and the caliber of student-staff relationships. It demonstrates that need-supportive teaching and positive relationships with teachers have a detrimental impact on extrinsic motivation while increasing intrinsic and recognized motivation. Both in-class and out-of-class interactions are essential for creating helpful learning environments, according to the research, which also highlights the significance of emotional elements like trust and affective conflict in determining student motivation (M. J. M. Leenknecht et al., 2023).

In the eighth previous research, previous research on improving the teaching of mathematics to visually challenged pupils using a computer-aided learning environment is included in the publication. It draws attention to the difficulties these students encounter while using conventional teaching techniques and offers a different multimedia approach that simplifies difficult arithmetic problems. According to the study, by enabling individualized learning experiences, modifying the degree of difficulty, and encouraging independence, this approach dramatically raises student motivation and learning outcomes. According to statistical analysis, the new platform has a favorable impact on a number of motivational elements, indicating that it is a useful tool for helping visually impaired students with their math (Maćkowski et al., 2022).

In the previous research, the papers offer a thorough analysis of how digital storytelling can improve students' motivation and contentment when they are learning English as a foreign language (EFL). According to research conducted on pre-service teachers, digital storytelling had a minor effect on general motivation and did not considerably alter students' views toward the language, but it did have a good effect on self-confidence and individual English usage. Students also noted gains in their writing and vocabulary; however, some were worried about how time-

consuming the exercise was and whether it was appropriate for students with different levels of English proficiency (Hava, 2021).

In the tenth previous research according to the study's student feedback, using digital whiteboards can boost student engagement by encouraging social, intellectual, and emotional interactions. Students do, however, encounter certain obstacles, such as technological difficulties with instructor communication and the digital whiteboard. Students found it challenging to adjust to a new learning management system that mandated the usage of digital whiteboards and felt that there was a learning curve in using this technology. Students also desired improved communication with teachers as well as improved responses to their queries and concerns. Additionally, students believe that teachers must be informed about the subjects they are teaching and must give encouraging feedback. Last but not least, if teachers are not intentional in their positive reinforcement or pay little attention to their students' speech, the usage of digital technology may have an impact on their involvement (Campbell et al., 2019).

In the eleventh previous research, This study examines online learning during the pandemic and emphasizes the benefits and difficulties that both teachers and students encounter when learning online. Four issues were found: students' digital limitations and teachers' ignorance of students' emotional and cognitive participation. According to the study's findings, online

learning offers pupils the chance to hone their digital literacy and self-regulated learning abilities (Chiu, 2023).

In the twelve previous studies, according to Alkamel & Chouthaiwale (2018), CT helps teachers improve their methods in language classes, which leads to more varied instruction. More specifically, implementing CT in the English language classroom can boost and optimize students' language learning, inspire them to pursue further education, and foster their creativity (Azmi, 2017). Teachers can use successful strategies to create a stimulating language classroom atmosphere that supports students' learning by implementing CT in vocabulary instruction (Sutrisno & Annury, 2022).

The similarities of this study and the previous researches, several earlier research demonstrate how technology can be used to improve learning effectiveness and motivation in English language instruction. For instance, research by Al-Dosari (2022) and Wang (2021) used WeChat and MOOCs as well as other online platforms to facilitate both individual and group learning. Accordingly, this study makes use of BBC Learning English, an online learning resource that offers free English-language content. Furthermore, a common theme with this research and a number of other investigations, including those by Rahmawati (2022) and Yulianto et al. (2021), is the emphasis on boosting learning motivation. In terms of technology-based learning, both stress the significance of motivation and emotional engagement.

Some studies have used Computerized Dynamic Assessment (CDA) as an evaluative technique to analyze student development, which is closely related to Vygotsky's Zone of Proximal Development (ZPD) principle. Examples of these studies include research by Andini (2020) and Pratiwi (2021). A type of dynamic self-evaluation is suggested by the quizzes, interactive activities, and automatic feedback included in the CDA approach on BBC Learning English, even though it is not specifically teacher-mediated.

The differences between this study and the previous researches, This study focuses on a single platform, BBC Learning English, which provides a framework of learning programs with transcripts and activities, including Pronunciation Workshop, Learn English with the News, Business English, Everyday English, and topical issues. This sets it apart from earlier research that frequently focuses on technical elements or components, including the usage of digital whiteboards (Rahman, 2021) or quiz tools (Pratiwi, 2021), without thoroughly analyzing the content structure. Furthermore, this study emphasizes current and authentic materials as one of the motivating elements, in contrast to other earlier research that concentrated more on creating interactive tools or platforms without assessing the effectiveness of the learning content. While much earlier research focused on students with special needs (such as visually impaired students) or particular situations (like during the COVID-19 pandemic), this study adopted a broader approach to EFL learners in everyday settings. This is another

variation in the target group. This study is anticipated to close a research gap by examining the degree to which the BBC Learning English platform can support students' motivation to learn through high-quality content and a technology-based assessment method.

Computerized Dynamic Assessment (C-DA) has been used in a number of earlier studies to assess language skills like reading and listening and to enhance learning outcomes through the use of technology. However, no research has explicitly examined C-DA as a method to increase students' motivation or learning attitudes when they are learning English as a foreign language (EFL). Authentic digital learning platforms like BBC Learning have also not been used in current ways. Therefore, this study intends to close the gap by combining learning motivation theory with C-DA, with BBC Learning serving as the implementation medium. Specifically, the study will focus on grammar materials through reading skills.

B. Literature Review

1. Computerized Dynamic Assessment

Russian psychologist and educator Vygotsky's SCT argues that all human activity is mediated, whether by physical tools such as hammers or psychological tools such as language. Taking learning, a cognitive activity, as an example, learners cannot complete tasks independently and must rely on mediation, such as guidance from more capable others or resources in the environment. External assistance provides

mediation, supports the internalization of psychological tools, and enhances independent performance. In summary, an individual's acquisition of knowledge and skill development depends on sociocultural mediation (Zeng, 2020). The difference between group dynamic assessment (G-DA) and one-on-one DA depends on how the mediator considers the student's ZPD. In G-DA, the mediator takes into account individual ZPDs that are part of the overall ZPD group to advance all individual ZPDs through interaction (Poehner, 2009; Bakhoda & Shabani, 2019). Jacobs (2001) studied the C-DA space using KIDTALK, a program for preschool children with socially and phonetically different backgrounds. The program assessed language comprehension through a series of questions after a video playback. The study aimed to evaluate the effectiveness of the C-DA strategy in helping individuals realize their inactive capacities through intervention. This model looks at a variety of talents, and the incorrect response offers a curriculum that uses computer technology to reassess the disciplines(Sherkuziyeva et al., 2023). According to Shobeiry (2021), it is a method that emphasizes individual changes and their effects on instruction. It also integrates treatment into the evaluation processes by incorporating appropriate mediations that are required for the individual's

current abilities and subsequent performances in order to support the improvement of learners (Sharifi, 2023).

2. Self-Determination Theory

Deci and Ryan (1985) introduced the idea of self-determination, emphasizing that each person has the capacity to make decisions according to their own will, intention, or desire. Furthermore, Deci and Ryan (1985) clarified that the ability of people to select solutions that meet their own needs is also connected to self-determination (Muttaqin, 14 Maret 2022). Both intrinsic and extrinsic motivation are topics covered by the SDT, even though intrinsic motivation is thought to be the best kind of motivation for promoting human growth and well-being, it only happens when an activity is naturally engaging (Ryan & Deci, 2000). People, on the other hand, rely on internalizing external regulations to behave when an activity is uninteresting. SDT uses a variety of extrinsic motivations to explain internalization levels (Ryan & Deci, 2000). People act more selfishly when they have higher levels of internalization (Lee et al., 2020). Six supporting sub-theories make up the empirically grounded metatheory of motivation and personality known as self-determination theory (Deci and Ryan 2000; Ryan and Deci 2017). SDT categorizes motivation along a self-determination

continuum, separating it into two types based on how much an individual's actions and behaviors are driven by internal motivation or how much an individual's actions and decisions are influenced by factors outside of their own interests, values, or desires (extrinsic/controlled motivation). The internalization of externally regulated motives is seen by SDT, an organismic approach (Deci and Ryan 2000), as a natural process in which people voluntarily integrate and restructure external rules to make them self-endorsed and self-determined when they are acted upon (Shelton-Strong & Mynard, 2021).

Basic Psychological Needs in Self-Determination Theory are as follows:

a. Autonomy

Autonomy support occurs when educators give pupils the flexibility and autonomy to cultivate their own internal sources of motivation. Those who recognize students' viewpoints, speak in an informative rather than directive manner and give justification for why learning activities are important. They also welcome the opinions and feelings of their students and are very sensitive to their interests, preferences, and objectives (Reeve et al., 2018) (King R, 2024). Relative autonomy motivation models consistently correlate with important educational outcomes

across research. People may, for instance, be both introverted and externally governed, or they may be both intrinsically motivated and recognized for certain behaviors. Accordingly, summary scores for autonomous and controlled motives or scores expressing overall relative autonomy are frequently used in addition to examining the distinctive characteristics of each type of motive (see Ryan & Deci, 2017) (Ryan R, 2020). Indicate that pupils feel free (autonomous) in the classroom (T, 2024).

b. Competency

Competency support happens when educators set clear standards, communicate them to students, and offer them the help they need to achieve them. By fostering a contingent, consistent, and predictable environment, educators foster competency. In order to help students achieve their intended results, these professors lay out rules and instructions, provide comments on students' strengths and weaknesses, and give specific instructions (Jang et al., 2010) (King R, 2024). Feel competent or skilled (T, 2024).

c. Relatedness

Relatedness instructors foster relatedness by treating their pupils with respect, compassion, and empathy. They engage with their pupils in a friendly manner and take an interest in them. Relatedness support,

or participation) enhances students' motivation and well-being by assisting them in developing deep interpersonal relationships (Capon-Sieber et al., 2022) (King R, 2024). Possess relationships with other people (relatedness) (T, 2024).
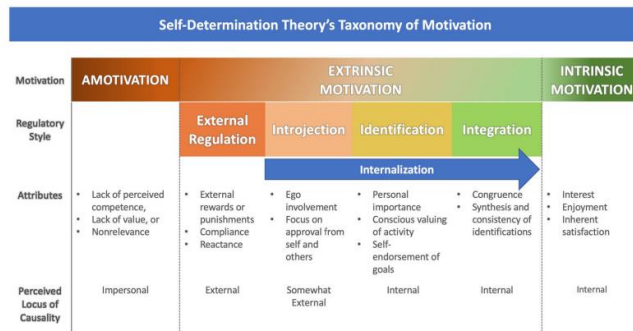
Figure 1. The motivation continuum (Centre for Self-Determination Theory, 2019).

3. Students' Motivation

The idea of personalized learning is based on well-known learning theories like SDT (Deci, Ryan, & Williams, 1996), which highlights the influence of goal setting on learners' accomplishments and intrinsic and extrinsic motivation; Vygotsky's emphasis on social interaction, contextualization, and the zone of proximal development; and Bruner's constructivism, which supports autonomous, active,

and independent learners (Watson & Watson, 2017). In order to generate learning that is focused on the student rather than the teacher, personalized learning follows the learner-centered paradigm. According to Redding (2014), personalized learning engages students to fulfill their individual needs, goals, and interests in place of the conventional educational one-size-fits-all paradigm that depends on time, place, and speed (Alamri et al., 2020). Students' motivation is what drives their behavior (Ryan and Deci 2017), and formative assessment procedures have an impact on student's motivation through their level of pleasure (or dissatisfaction) (M. Leenknecht et al., 2021). Since the goal of motivation is to inspire students to reach their best learning objectives, it is the most crucial factor in ensuring that they are enthusiastic about learning or subject.

There are two types of motivation :

a. Intrinsic motivation

Intrinsic motivation is when someone is motivated to perform something because they find it enjoyable and fulfilling, this is known as intrinsic motivation. Students who are genuinely driven believe that the learning activity itself offers fulfilling benefits in the context of learning. They learn not only to accomplish specific goals but also because they like the process. Intrinsic motivation, on the

other hand, is the desire to participate in activities because it makes people happy and fulfilled. For instance, pupils who learn because they are very interested in the content being studied will have high levels of intrinsic motivation. Pupils are capable, intrinsically driven, and like the process. Because learning makes them happy, students are intrinsically motivated to learn (Deci and Ryan 2000). The learning exercise yields intrinsic benefits for the students. (M. J. M. Leenknecht et al., 2023). The desire to carry out an action due to the enjoyment or interest derived from the activity itself, as opposed to rewards from other sources, is known as intrinsic motivation. Since research indicates that students who are more independent and involved in the learning process tend to do better, intrinsic motivation in an educational setting can be observed when students feel more capable and involved in the process(Maćkowski et al., 2022). A drive that originates internally, such as desire and attraction to an activity, is known as intrinsic motivation. A person's drive to learn a language out of personal interest, independent of outside influences like prizes or recognition, is known as intrinsic motivation in the context of language learning. One of the intrinsic causes of students' motivation to learn a foreign language

is their interest in the language itself, according to Acat and Demiral (2002) (Hava, 2021).

b. Extrinsic motivation

When someone is motivated to perform something not because they love it but rather because they anticipate a reward or want to avoid punishment, this is known as extrinsic motivation, extrinsically motivated students may study in order to meet the expectations of others, receive acclaim, or obtain good grades. Extrinsic motivation is demonstrated, for instance, by students who study to pass a test or receive a prize. There are other types of extrinsic motivation, such as introjected motivation, in which students feel compelled to study because they would feel ashamed or guilty if they didn't, and external motivation, in which they study in order to receive rewards or stay out of trouble from others (M. J. M. Leenknecht et al., 2023). The desire to perform an action due to outside incentives or effects, such as prizes, recognition, or praise, is known as extrinsic motivation. Extrinsic motivation is demonstrated in an educational setting when students work hard to receive praise or awards from their instructors. For instance, studies have shown that students who receive positive feedback from their teachers are more likely to be motivated to learn, thus knowing that

they will receive a reward or recognition for their accomplishments may encourage them to learn more (Maćkowski et al., 2022). The desire to perform an action that originates from outside sources, such as incentives, praise, or environmental pressure, is known as extrinsic motivation. Extrinsic motivation in language acquisition can come from the desire to meet other people's expectations, obtain a better job, or achieve high grades. Acat and Demiral (2002) state that external factors, such as the potential for job advancement, are one of the things that drive students to acquire a foreign language. While intrinsic motivation is still crucial for successful language learning, extrinsic motivation frequently acts as an extra motivator to boost students' involvement in the process (Hava, 2021).

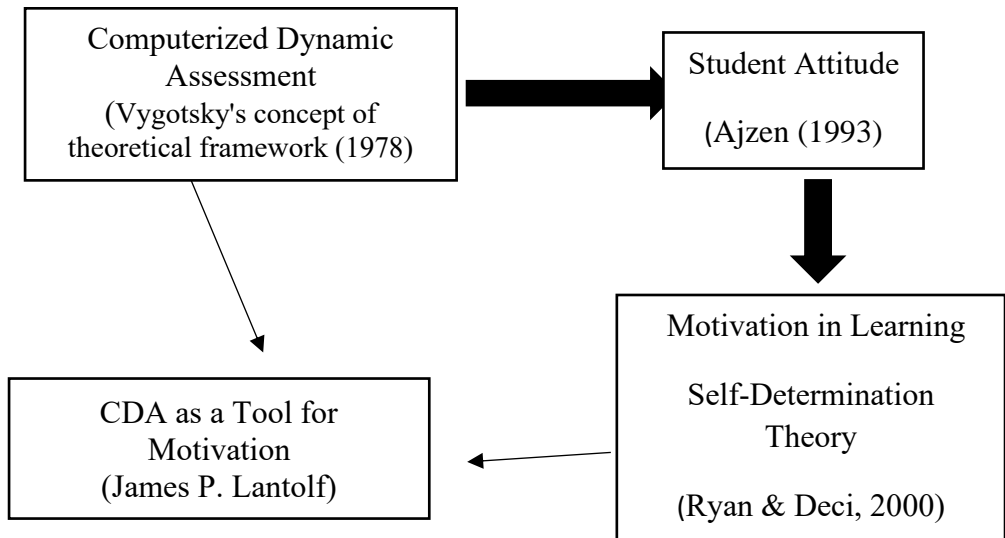4. **Computerized Dynamic Assessment and Motivation in Learning**

Based on the ZPD, Aljaafreh and Lantolf examined tutors' attempts to be attentive to students' challenges and reactivity while they collaborated on paper reviews (Poehner M, 2021). The goal of the DA is to assist students in improving, and the growth of the student during the course of instruction is utilized to assess their abilities and progress. The hallmark of DA is the shift in emphasis from student

achievement to the learner's response to the provided interventions (Ebadi & Saeedian, 2015) (Estrada-Araoz E, 2023). When students attempt to solve problems in the classroom further, their limited teacher support and poor grammatical comprehension can cause them to fail (Min Kyu Kim, 2020). According to Zhao (2013), a prerequisite for both effective language teaching and learning is having access to real materials, such as those found on the BBC Learning English application platform. A study conducted by Baytak, Tarman, and Ayas (2011) confirmed the significance of modern technology in language learning (Seitan Khashan & Farhan AbuSeileek Professor of TEFL at Al al-, 2023). For the same age group, in this case, high school students, media and digital literacy-related activities like watching television and using computers account for almost three hours of free time per day (Bureau of Labor Statistics, 2017). By encouraging teenagers to read using technology, this study shows how digital literacy can help close the gap between online and conventional text usage (Schreuder & Savitz, 2020).

C. Conceptual Framework

According to Yosef Jabareen, 'Building a Conceptual Framework: Philosophy, Definitions, and Procedure', International Journal of Qualitative Methods, 8.4 (2009) A system

of concepts, presumptions, expectations, beliefs, and theories that support and inform research or tentative theories about what phenomena are and why they are happening, or ways of looking at problems in an integrated manner, or the culmination of various concepts or sets of related concepts or models of relations between variables implying a particular theoretical perspective to describe a phenomenon, make up the conceptual framework. Collectively, these concepts provide an integrated understanding of a phenomenon or a collection of related ideas (or theories) about how a phenomenon functions or is related to its constituent parts.

```
┌─────────────────────────┐                    ┌─────────────────────┐
│  Computerized Dynamic   │                    │  Student Attitude   │
│       Assessment        │ ═════════════════▶ │                     │
│  (Vygotsky's concept of │                    │   (Ajzen (1993)     │
│ theoretical framework   │                    │                     │
│        (1978)           │                    └─────────────────────┘
└─────────────────────────┘                              ║
              ╲                                           ║
               ╲                                          ▼
                ╲                           ┌─────────────────────────┐
                 ▼                          │  Motivation in Learning │
┌─────────────────────────┐                │                         │
│   CDA as a Tool for     │ ◀───────────── │   Self-Determination    │
│       Motivation        │                │        Theory           │
│   (James P. Lantolf)    │                │                         │
└─────────────────────────┘                │   (Ryan & Deci, 2000)   │
                                           └─────────────────────────┘
```

This conceptual framework illustrates the relationship between students' learning attitudes and technology in an increasingly advanced era, as illustrated in the chart below. Specifically, the graphic illustrates the relationship between students' attitudes about learning and technology. The researcher employed BBC Learning English, a program that helps students learn and channel their attitudes after receiving assistance, to further support these attitudes. Students believed that CDA helped them become more motivated to learn English.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher would like to present the research methodology used. It includes research design, research setting, participants, research focus, and data collection.

A. Research Design

A qualitative descriptive research approach is used in this study to examine how Computerized Dynamic Assessment (C-DA), when used through the BBC Learning platform, may encourage students to learn English grammar through reading. According to Creswell (2014), qualitative research is an approach to exploring and understanding the meaning of individuals or groups to a social or human problem (Willy Lima & Prof. Enid F. Newell-McLymont, 2021). This kind of design works well for thoroughly examining people's viewpoints, experiences, and interpretations. Data on students' participation, responses, and reflections during the C-DA-based learning sessions will be gathered using semi-structured interviews and classroom observations. In order to find patterns pertaining to student motivation and learning attitudes that arise from engagement with the digital platform, the analysis will employ a thematic approach.

1. **Research Setting**

      The researcher collected data for this study through observations, interviews, and documentation. The study was carried out at YASIHA GUBUG High School, located at Jalan KH Hasan Anwar No.9, Krajan, Gubug, Kec. Gubug, Grobogan Regency, Central Java 58164. Started on 28 November until 17 December. The researcher was able to schedule data collection for the second week of March, and data analysis started after the completion of observations and interviews.

2. **Participants**

      The researcher chose SMA YASIHA Gubug because of its openness to technology-based learning innovations, permission granted, and affordable location. This study aimed to assist students in accessing web-based learning and provide practical data collection for research. The participants in this study were 6 students in grade XI of SMA YASIHA Gubug who were purposively selected. Grade XI was chosen because students at this level generally have more mature thinking skills and sufficient English learning experience to understand the grammar materials. The number of participants was limited to 6 people so that researchers could conduct in-depth observations and interviews, in accordance with the qualitative approach that prioritizes depth of data. The activities were

conducted outside of class hours to avoid disrupting teaching and learning activities and to create a more relaxed and open learning atmosphere.

3. **Research Focus**

The focus of the study are to explore how Computerized Dynamic Assessment can facilitate students' motivation in learning English because students' motivation is the key to students' attitude, where motivation plays an important role in learning the material brought in, which is grammar and this research is to provide a thorough understanding of how students' purposes when using CDA help facilitate students' motivation.

B. **Techniques of Collecting Data and Instruments**

This study focuses on students' motivation toward learning when using Computerized Dynamic Assessment in an educational setting. In this instance, the researcher selected the topic of learning grammar through reading because reading proficiency also requires grammar, so the researcher used the website https://www.bbc.co.uk/learningenglish/. The website contains a number of English-language accomplishments, including vocabulary, grammar, and pronunciation, all of which are adequate to advance students' English proficiency. According to Creswell

(2014), qualitative research is an approach to exploring and understanding the meaning of individuals or groups to a social or human problem (Willy Lima & Prof. Enid F. Newell-McLymont, 2021).

There are several data collection methods used in this study :

a. Observation

      This observation was used to answer the first problem formulation, namely, "How does Computerized Dynamic Assessment facilitate students' motivation in learning English?". The observation was guided by a structured checklist based on Self-Determination Theory to capture motivational behaviors during the C-DA session. Therefore, the researcher must be directly involved in the daily life of the subject under study. Observation is done to get a more real and detailed picture of an event or incident. The list in the table is based on Deci and Rayn's (1985) theory, which is used to guide in making points that need to be answered related to the implementation of reading stories to enrich students' vocabulary. An observation checklist was used to record students' behavior during learning activities, with the assistance of cell phones and video recordings.

Table 3. 1 : Adopted from Centre for Self-Determination Theory (2019) by **Edward L. Deci and Richard M. Ryan**.

Codes	Theme	Observation Results
Intrinsic Motivation	• Student enthusiasm for challenging tasks. • Satisfaction in doing the task. • Desire to learn more deeply without expecting external rewards.	
Extrinsic Motivation	• Rewards such as points, badges, or rankings for completing exercises. • Motivation to earn external rewards.	
Self-Regulation	• Students' ability to set personal learning goals.	

	• Monitoring of learning progress through graphs or immediate feedback.	
Autonomy	• Freedom to choose training materials that suit students' interests. • Freedom to decide when and how to study.	
Competence	• Feelings of success or ability after getting feedback. • Perceived progress in learning English.	
Relatedness	• Interaction through CDA features such as help and feedback. • A sense of learning support, such as fun	

| | and ease when using CDA. | |
| | • Materials are socially appropriate and relevant. | |

b. Interview

      Answered the formulation of the research problem, which is: What is the purpose of students using CDA? The interview method gathers information based on students' understanding of English learning when using CDA to support students' motivation. In this study, interviews were used to find out participants' experiences or opinions about something in depth. Generally speaking, the data obtained from interviews are in the form of statements describing knowledge, experiences, personal feelings, or opinions.

      The purpose of this interview procedure was to gather information about students' objectives for using CDA to support their motivation when studying English. Purposive sampling was employed by the researcher to ensure that the data collected from the participants was accurate. Students in the final middle school were interviewed in an organized manner. A list of questions that will be asked during the interview has been developed by the researcher.

To support the research theme of how students feel motivated when using CDA and why they use the tool to support their learning motivation, the questionnaire will be modified. In addition, the researcher recorded the interviews using an audio recording.   To prevent misunderstandings and obtain accurate and concise answers without limiting or inhibiting, the interviews were conducted in the first language. **Adopting the work of Ebadi and Yari (2015)**, the researcher has developed three open-ended questions in accordance with the study topic, research problem, and the adopted theory, namely Self-Determination Theory. The questions are as follows:

(Intrinsic Motivation)

1. What did you think about features like points, badges, or rankings in CDA? Do they make you more motivated to learn
2. Does completing tasks at CDA bring you satisfaction? Can you explain why?
3. Did you feel like you wanted to learn more when using CDA? What makes you feel that way?

(Extrinsic Motivation)

1. Did the rewards provided by the CDA help you stay motivated to complete the exercises? Why?

2. Did you feel happy when you received awards or recognition for your work at CDA? How does it affect your motivation to learn?

(Self-Regulation)

1. How did you monitor your learning progress when using CDA? Do graphs or feedback help you to set learning goals?
2. Did you feel more responsible for your learning when using CDA? What helps you feel this way?

(Autonomy)

1. Did you feel freer to choose the material or type of exercise at CDA? How does this freedom affect your motivation to learn?

(Competence)

1. Did you feel more confident in your English skills after using CDA? Why?

(Relatedness)

1. Did you feel supported by friends or teachers when using CDA? How did this support help your motivation?

c. Documentation

The chain of research procedures was strengthened

through the use of documentation. This research used documentation studies to complement the observation and interview methods. In addition to data from research instruments, including findings from observation notes and interview instruments, documentation was also provided. After collecting information from student documents, the researcher prepared the necessary tools, including tripods, voice recorders, and video recorders. The researcher used videos and recording devices as documentation for this study. Satori and Komariah (2013, p. 149) argue that collecting papers and data is needed for the researcher's difficulty, and then studying deeply so that it can support and contribute to the trust and proof of an event. reinforce and strengthen an event's credibility and evidence.

C. Data Analysis Technique

The researcher in this study examined the data using a tool called theme analysis. Following the collection of data from observations, the researcher used thematic analysis to observe and created checklist-style field notes manually. **Thematic analysis** is a method for identifying, assessing, and summarizing patterns or themes in data. It structures your data collection succinctly and gives a rich descriptive description. However, it also often interprets many aspects of the research question, going beyond this (Boyatzis, 1998). A theme is a significant aspect of the data that pertains to the research question and indicates a degree of pattern

or significance within the data collection. The first step in this procedure is to search the data for meaningful patterns and intriguing problems. The final objective is to present the substance and significance of those patterns. The process of coding and analysis should start and continue with data transcription (Kiger & Varpio, 2020).

Patton (1990). It's critical to realize that guidelines are all recommendations for qualitative analysis. The basic principles must be followed, but they must be applied in a flexible way that accommodates the data and study objectives. Additionally, moving from one step to the next in a straight line is not possible in the analysis process. Instead, it's a more iterative procedure where you go back and forth between the stages as required. Moreover, the process is not something that should be rushed because it requires time to grow (Ely et al., 1997).

The first phase involves familiarizing oneself with the data, whether collected personally or through interactive means. Immersion in the data involves repeated reading and active searching for meanings and patterns. It's recommended to read through the entire data set before coding, as this will shape ideas and identify possible patterns. The second phase involves producing initial codes, which identify interesting features in the data. These codes are part of the analysis process, organizing data into meaningful groups. However, the coded data differs from the

units of analysis, which are broader themes. These themes are used for interpretative analysis and making arguments about the phenomenon being examined. The third Phase of data analysis involves sorting and collating data into potential themes, focusing on the relationship between codes, themes, and different levels of themes. This phase consists of analyzing codes and considering how they may combine to form an overarching theme. Visual representations, such as tables or mind maps, can help sort codes into themes. Some initial codes may form main themes, while others may form sub-themes or be discarded. Miscellaneous codes can be created temporarily to house unrelated codes. The fifth phase involves defining and refining themes for analysis, identifying their essence, and capturing specific aspects of the data. This involves organizing collated data extracts for each theme into a coherent account with an accompanying narrative. It's crucial to not just paraphrase content but identify what's interesting about it and why. The last phase of the thematic analysis involves analyzing and writing up the report and presenting the complex story of the data in a concise, coherent, logical, and interesting manner. The write-up should provide sufficient evidence of the themes within the data, using vivid examples that capture the essence of the point. The analytic narrative should go beyond the description of the data and make an argument related to the research question (Braun & Clarke, n.d.).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the research findings and discussion, including the results of observations, interviews, and documentation collected by researchers with students regarding how students respond to the use of Computerized Dynamic Assessment in an educational context, regarding their attitude towards learning.

A. **Research Findings**

In this chapter, the researcher described the findings about the reciprocity or response to their attitude when using Computerized Dynamic Assessment in learning. To obtain the data, the researcher conducted customized observations, interviews, and documentation. The researcher prepared field notes with three indicators and eight interview questions, and prepared documentation in the form of a video recorder when the observation took place, as well as a voice recorder when the interview session took place in this study.

1. **Observation Result**

This research has been carried out at YASIHA Gubug Senior High School, with the subject in this study being the XI Semester 2 class in the 2023/2024 school year. In order to achieve the objectives observation sheets or field notes that

have been prepared by researcher to observe students' motivation when using technology in the form of CDA using the BBC Learning English platform, then student interview transcripts that serve as a source of data that reinforces the reliability of observations and researcher also use documentation to take pictures during data collection activities. Findings were reported by the researcher in accordance with the subject matter of the research problem. In this study, researcher made observations and collected data after obtaining research permission from the school. The data was obtained after the collection of participants who met the requirements of the researcher, then the researcher introduced the technology to be used, and the researcher asked the teacher's help to choose the appropriate material for class XI considering the features of the technology used by the researcher are very diverse, the grammar material (past tense and present tense) was chosen. The observation was carried out by observing six participants directly by the researcher, and the researcher applied moderate observation considering that the participants had never used the technology by using a student observation sheet with the data obtained as follows:

Table 4. 1 Adopted from Centre for Self-Determination Theory (2017) by Edward L. Deci dan Richard M. Ryan**.**

Codes	Theme	Observation Result
Intrinsic Motivation	• Student enthusiasm for challenging tasks. • Satisfaction in doing the task. • Desire to learn more deeply without expecting external rewards.	• As the lesson went on, the students' initial lack of enthusiasm gave way to curiosity and excitement, as evidenced by their eagerness to learn and use technology, active involvement, and facial expressions. • Students nod their heads to show they understand what they are doing, and they appear intent on the CDA without glancing about. When taking the CDA quiz, students were composed and attentive rather than frustrated. • They were happy using the CDA and finished quizzes fast, even looking for more difficult assignments.

Extrinsic Motivation	- Rewards such as points, badges, or rankings for completing exercises. - Motivation to earn external rewards.	- The students were at first unconfident when utilizing CDA, but as they gained confidence through, the points or scores encouraged them, each question has a different number of questions and a number of scores if the students have not scored well they can repeat the questions in the CDA as many times as they want and tools like "help" encouraged them to actively participate in their education even when faced with difficult content. - The learning process is made enjoyable and meaningful by the incentive system.
Self-Regulation	Students' ability to set personal learning goals.	The students expressed satisfaction with the CDA learning process and

	• Monitoring of learning progress through graphs or immediate feedback.	thought that the instant feedback feature helped them identify their areas of strength and weakness. They were also able to identify their mistakes. • They expressed a desire to continue utilizing CDA for independent learning and were inspired to study their progress.
Autonomy	• Freedom to choose training materials that suit students' interests. • Freedom to decide when and how to study.	• Through the use of CDA, students can select study materials according to their requirements and interests. In this case, grammar is the content employed. • This independence boosts students' confidence and encourages independent learning by giving them comfort, drive, and the capacity to concentrate on pertinent subjects. Students

		can learn anytime and anywhere according to their wants and needs when using this CDA.
Competence	• Feelings of success or ability after getting feedback. • Perceived progress in learning English.	• The students found using CDA to be a fun way to study, particularly because of the instant feedback function that allowed them to see how far they had come. The results of the quizzes showed that the girls felt more confident in their skills and a sense of accomplishment after finishing the exercises and getting feedback. • The students felt that they could truly overcome obstacles thanks to this feedback, which came in the form of grades, explanations of errors, and recommendations for

		development, particularly in grammatical content that was previously thought to be challenging.
Relatedness	• Interaction through CDA features such as help and feedback. • A sense of learning support, such as fun and ease when using CDA. • Materials are socially appropriate and relevant.	• Students found the "help" option helpful in getting past obstacles throughout the CDA session. Students were more engaged and understood when there was constant two-way communication and prompt feedback with explanations following each question. • Compared to traditional grammar exercises, students said that studying with CDA was less daunting and more fun. Student participation was increased by the system's responsiveness and the activities' streamlined format, which gave them a sense of support.

		• The CDA's grammar resources were delivered in authentic settings, including social media posts, casual discussions, and professional situations. Students felt that the learning content was applicable and meaningful because of its relevance, which increased their motivation to learn.

2. Interview Result

An observation checklist was used, and the researcher also conducted interviews with students. This interview was conducted to find out how students respond to the use of technology in facilitating their motivation toward learning. This interview consists of 8 questions adopted from Ebadi and Yari (2015), which have been adjusted according to the needs of the research. In the following section, the researcher presented the results of the interviews that were conducted.

Table 4. 2 "What did you think about features like points, badges, or rankings in CDA? Do they make you more motivated to learn" (Intrinsic Motivation)

Participants	Interview Result	Code
Student 1 A.D.Y	*I find the points feature to be really inspiring. After finishing chores, they make me feel accomplished, and observing my progress motivates me to keep going. When I can compare my development to others', these benefits make studying more engaging and enjoyable.*	**Intrinsic Motivation SE** (Student Enthusiasm)
Student 2 J.S	*Having grades or points, in my opinion, provides a competitive element that motivates me to get better. Receiving good points motivates me to work more because it feels like a reward for my efforts. These features keep me engaged and add interactivity to the learning process.*	
Student 3 H.N.A	*The quiz's points system made each task seem important and provided me with a*	

	clear understanding of my current position. Knowing that my efforts are appreciated by these accomplishments is encouraging.
Student 4 Y.A.S	*I'm inspired to concentrate on steady learning by the use of points. I feel more assured of my development each time I gain them because they serve as accomplishments.*
Student 5 C.O.M	*Studying feels more like a game because of the reward system, which gives you points. In order to perform better and move up the rankings, I am encouraged to interact with the content and even go over some themes again.*
Student 6 T.N	*Because these tools provide instant feedback on my performance, I think they're fantastic. Points turn into tiny but significant motivators, which may inspire me to go for greater outcomes. It works well to provide excitement and vibrancy to learning.*

According to the statements made by the six participants or chosen students, Features in CDA, such as points, encouraged participants to learn. They believed that they made learning more engaging and participatory by giving them a sense of accomplishment and acknowledgment for their efforts. These elements also assisted participants in visualizing their progress and encouraged them to create and accomplish new learning objectives. Points were viewed as modest but significant incentives that promoted consistency in learning. In summary, the points-based incentive system not only turns learning into a game but also offers instant feedback, which promotes increased commitment to the learning process and engagement.

Table 4. 3 "Does completing tasks at CDA bring you satisfaction? Can you explain why?" (Intrinsic Motivation)

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, I get a sense of accomplishment when I finish CDA assignments. I think there has been noticeable growth, and the prompt feedback gives me confidence in my ability to learn.*	**Intrinsic Motivation TS** (Task Satisfaction)

	It was satisfying to witness the results of my hard work.
Student 2 J.S	*Tasks at CDA are made to push me to the proper level, so when I do them, I feel accomplished. When I solve a challenging problem or receive a perfect score, I feel fulfilled and motivated to take on more challenging assignments.*
Student 3 H.N.A	*"Yes, I am happy with CDA duties since they are interesting and interactive. The immediate benefits, like grades or feedback, make the experience more pleasurable and fulfilling, and they assist me in putting my knowledge to use in real-world situations.".*
Student 4 Y.A.S	*"The platform at CDA gives quick feedback, which makes finishing assignments enjoyable. This enables me to recognize my*

	strengths and areas for improvement. Knowing that I'm actually learning and improving gives me a sense of fulfillment."
Student 5 C.O.M	*"I get joy from completing assignments at CDA since it demonstrates my growth. That the feedback points out my errors and provides justifications is something I particularly appreciate. I feel more capable and motivated to study more as a result of this approach."*
Student 6 T.N	*"When I finish CDA chores, I feel really satisfied. Learning feels purposeful because of the exercises' framework, and the feedback system makes it easy for me to see how far I've come. It inspires me to aim higher and validates the worth of my work."*

According to the pupils, in CDA, participants feel fulfilled in finishing demanding and engaging activities, getting immediate feedback, and tracking their progress. The activities' structure, the incentives, and the variety of question types and levels all improved motivation and added enjoyment and significance to the learning process. Overall, CDA was successful in fostering a positive learning environment and boosting participants' self-esteem and enthusiasm for learning.

Table 4. 4 "Did you feel like you wanted to learn more when using CDA? What makes you feel that way?" (Intrinsic Motivation)

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, I feel like learning more because the material is complete and easy to understand, making it enjoyable to study."*	**Intrinsic Motivation LS** (Learning Sustainability)
Student 2 J.S	*"CDA always questions and analyzes more deeply about what is learned, which triggers a critical mindset."*	

Student 3 H.N.A	*"The CDA may use clear and easy-to-understand language and the material provided is also complete and attracts the attention of users In addition, there are learning methods in the form of videos and quizzes that can make it easier for users to understand the material Continue to be accessed anywhere and anytime according to our needs."*	
Student 4 Y.A.S	*"Easy and interesting way easy and interesting way."*	
Student 5 C.O.M	*"CDA provides subject matter by critically analyzing information and drawing from a variety of sources to gain a deeper understanding of the concepts being taught."*	
Student 6 T.N	*"Thanks to the variety provided by CDA, such as simulated quiz*	

	games, I can more easily understand concepts that are difficult to explain with words alone."	

Because CDA provides quick evaluation, clear explanations, and visuals, students found that it improved their understanding of the material. Additionally, CDA fosters critical thinking and provides flexibility in accessing educational resources, which enhances comprehension and the learning process.

Table 4. 5 "Did the rewards provided by the CDA help you stay motivated to complete the exercises? Why?" (Extrinsic Motivation)

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, the rewards keep me motivated because they give me a sense of achievement and encourage me to finish more exercises to earn*	**Extrinsic Motivation** **RL** (Reward in Learning)

	additional points or badges."	
Student 2 J.S	*"The learning process becomes more enjoyable and captivating when the rewards turn it into a game. This encourages me to continue practicing the workouts.*	
Student 3 H.N.A	*"I feel more driven to complete the tasks because the rewards show me my progress and make me feel recognized for my efforts."*	
Student 4 Y.A.S	*"Certainly! The incentives motivate me to maintain my consistency and push myself, particularly when attempting to rise in the rankings.*	

Student 5 C.O.M	*"The badges and points serve as little benchmarks that help me stay motivated and focused. They inspire me to keep growing and learning.*	
Student 6 T.N	*"The rewards provide instant gratification and a clear indicator of my progress, which inspires me to complete more exercises and aim for better results."*	

Participants are highly motivated to finish exercises when they get external rewards in the form of points, badges, and other accomplishments. These incentives encouraged them to keep working harder to finish the assignments, acknowledged their accomplishments, and increased their self-confidence. Their drive to learn was sustained by the competitive aspect and the use of rewards to gauge their progress.

Table 4. 6 "Did you feel happy when you received awards or recognition for your work at CDA? How does it affect your motivation to learn?"

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, receiving points or scores after completing lessons makes me feel proud and motivates me to continue studying vigorously."*	**Extrinsic Motivation AR** (Appreciative of the Reward)
Student 2 J.S	*"I feel happy when I see my progress reflected in points and scores. This encourages me to achieve better results and remain consistent."*	
Student 3 H.N.A	*"Earning points after completing tasks that have multiple levels makes me feel confident in my abilities and motivates me*	

	to explore more topics on BBC Learning English."	
Student 4 Y.A.S	*"Getting recognized through points motivates me to improve my performance and challenge myself further."*	
Student 5 C.O.M	*"I enjoy earning points because it makes me more motivated and more passionate about BBC Learning English, as it inspires me to work harder."*	
Student 6 T.N	*"The points feature encourages me to stay active and motivated, as I can see how I am doing compared to others."*	

Participants are encouraged to learn English and complete the quiz questions with the rewards and recognition

provided by BBC Learning English. This gives them a sense of accomplishment when they complete the questions and strengthens their motivation to study. The feedback and points further promote development and foster an inspiring learning atmosphere.

Table 4. 7 "How did you monitor your learning progress when using CDA? Do graphs or feedback help you to set learning goals?" (Self Regulation)

Participants	Interview Result	Code
Student 1 A.D.Y	*"I monitor my progress by reviewing the feedback given after quizzes. The detailed explanation of correct and incorrect answers on BBC Learning English helps me understand my mistakes and set clear learning goals."*	**Self-Regulation** **LP** (Learning Progress)
Student 2 J.S	*"The progress tracker on BBC Learning English, which uses summaries, helps me see how far I've come and what areas I still need to improve."*	

Student 3 H.N.A	*"I use the feedback provided after completing lessons to identify my weaknesses. The system highlights the areas where I need to focus, helping me create specific goals for improvement."*
Student 4 Y.A.S	*"BBC Learning English provides a dashboard that tracks my performance. By analyzing the patterns shown in the progress summaries, I can set realistic goals to strengthen my grammar skills."*
Student 5 C.O.M	*"The immediate feedback and score breakdown on BBC Learning English quizzes guide me to understand my strengths and weaknesses, making it easier to focus on specific areas that need improvement."*
Student 6 T.N	*"The system's visual representation of my progress, such as percentages, is very*

	motivating. It allows me to monitor my achievements and refine my goals for the next stage of learning."	

Participants can established learning objectives, track their progress, and concentrate on areas that need work with the help of BBC Learning English's progress-tracking function with feedback. Evaluation and preparation for the following phase are made possible by the extremely motivating visual aids and feedback. These characteristics make the system transparent and interactive.

Table 4. 8 "Did you feel more free to choose the material or type of exercise at CDA? How does this freedom affect your motivation to learn?" (Autonomy)

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, I feel more responsible for my learning because CDA encourages me to actively analyze the material and think critically. This active*	**Autonomy** **PS** (Personalized Selection)

	involvement makes me more focused and engaged."
Student 2 J.S	*"CDA requires me to take charge of my learning process by interacting directly with the material, unlike traditional methods where I would only listen passively to the teacher."*
Student 3 H.N.A	*"Using CDA helps me feel more responsible because I can control the pace of my learning, review the content as needed, and ensure I understand before moving on."*
Student 4 Y.A.S	*"I feel a greater sense of responsibility when using CDA because it motivates me to participate actively rather than just following*

	instructions passively, as in traditional methods."
Student 5 C.O.M	*"CDA's interactive features, such as quizzes and self-assessment tools, make me accountable for my progress and understanding, which helps me take ownership of my learning."*
Student 6 T.N	*"The way CDA encourages critical thinking and independent analysis of the material makes me feel like I am in control of my education, which fosters a sense of responsibility."*

By giving participants regular practice opportunities, progress tracking, and explicit feedback, CDA helps participants become more confident in their English language proficiency. Through continuous practice opportunities, progress tracking, and unambiguous feedback, CDA plays a significant role in assisting participants in developing

confidence in their English language proficiency. These characteristics give students confidence in their ability to acquire the language, acknowledge their progress, and justify their efforts.

Table 4. 9 "Did you feel more confident in your English skills after using CDA? Why?" (Competence)

Participants	Interview Result	Code
Student 1 A.D.Y	*"I feel more confident in my English skills because CDA helps me track my progress, and seeing improvements motivates me to continue learning."*	**Competence GC** (Gain Confidence)
Student 2 J.S	*"Yes, I feel more confident because CDA allows me to practice consistently and shows me tangible results that validate my efforts."*	
Student 3 H.N.A	*"The feedback and progress tracking in CDA make me realize how much I've improved, which builds my confidence in using English."*	

Student 4 Y.A.S	"CDA's interactive exercises and instant feedback help me recognize my growth and make me feel more capable of mastering English."	
Student 5 C.O.M	"I feel more confident now because CDA not only highlights my progress but also encourages me to overcome challenges through constructive feedback."	
Student 6 T.N	"Using CDA boosts my confidence since it provides clear feedback on my strengths and areas for improvement, helping me understand my capabilities better."	

Table 4. 10 "Did you feel supported by friends or teachers when using CDA? How did this support help your motivation?" (Relatedness)

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, I feel supported to use CDA support from teachers, especially friends who are equally willing or*	**Relatedness** **FS** (Feel Supported)

	willing to use CDA so it can increase my confidence in learning and CDA makes the learning process more enjoyable.”
Student 2 J.S	*"Yes, I feel supported when I use CDA. My teacher frequently pushes me to examine various elements of technology, and my friends are always happy to share their expertise and advice. Based on this research, I've come to the conclusion that learning to utilize technology is enjoyable.”*
Student 3 H.N.A	*“I feel encouraged, especially when researchers give proper instructions on how to use CDA well. In addition, I was able to share knowledge with my friends in some of the lessons, which fostered a sense of cooperation and inspired me to learn more.”*
Student 4 Y.A.S	*“Yes, after using CDA I found that I felt comfortable using it, because of*

	the support I received from my friends and, of course, from the researcher who introduced me to CDA. I was inspired to explore many materials from the CDA, and my friends and I were able to actively engage and share the progress of our understanding of the materials in the CDA.”
Student 5 C.O.M	*“Through this research, I was able to assess my understanding and provide and my friends, which made me feel supported. In addition, my friends also provide support, especially when we talk about the difficulties we face. I am inspired to be consistent and get better by this support.”*
Student 6 T.N	*“Yes, having support from friends and from researcher who give feedback and friends who share the same enthusiasm for CDA makes a big difference. It inspires me to keep*

	learning and finding new ways to improve my English using CDA."	

Based on the six points, it is clear that encouragement from friends, instructors, or researchers is crucial for boosting students' motivation while utilizing CDA. Students gain confidence, become more at ease using CDA, and are inspired to participate fully in their education thanks to this support.

B. Discussion

1. Computerized Dynamic Assessment facilitates students' motivation to learn English

According to this study, computerized dynamic assessment (CDA), which incorporates autonomy-supportive learning design, interactive digital features, and real-time feedback, helps students become more motivated to learn English. The findings are consistent with the Self-Determination Theory (Deci & Ryan, 1985; 2017), which holds that when students' requirements for autonomy, competence, relatedness, and intrinsic and extrinsic incentives are met, their motivation levels rise. Motivation is a key factor in determining students' attitudes and level of

participation during learning activities, according to Leenknecht et al. (2021).

2. Motivation through Task Satisfaction and Feedback

By making learning fun and providing a sense of accomplishment, CDA increased students' intrinsic motivation. "Students finished quizzes quickly and even looked for more difficult assignments" (Observation, Table 4.1). "I feel fulfilled and motivated to take on more challenging assignments" (Student 2, Table 4.3). There was another finding from the interview. These results suggest that task design and feedback in CDA promote engagement, enjoyment, and long-term intrinsic interest.

3. Extrinsic Motivation through Points and Rewards

The CDA reward program, which included badges, ranks, and points, encouraged extrinsic motivation. "The badges and points serve as little benchmarks that help me stay motivated" (Student 5, Table 4.5) is how one student described how incentives inspired them and validated their efforts. "I feel a sense of accomplishment from the rewards, which keeps me motivated" (Student 1, Table 4.5). Though extrinsic rewards served as a catalyst for motivation, students' sustained

involvement was more firmly anchored in self-directed drive and developing confidence, in line with Ryan & Deci (2020).

4. Self-Regulation through Monitoring and Goal-Setting

Students were able to track their progress, pinpoint errors, and establish personal objectives thanks to CDA: "The instant feedback helped them identify their strengths and weaknesses" (Observation, Table 4.1). "I was able to evaluate my comprehension and offer assistance to my friends" (Student 5, Table 4.4). By fostering metacognitive awareness, these characteristics empowered students to take charge of their own development.

5. Autonomy in Choosing Materials and Study Time

Students were able to choose grammar resources that met their needs and determine how and when they learned thanks to the platform: "Students can choose study materials according to their requirements and interests… Everywhere and at any time, students can learn (Observation, Table 4.1). Additionally, students valued the flexibility to go over material again and at their own speed, which boosted their self-esteem and interest in the subject matter.

6. Competence Development through Adaptive Feedback

By providing scaffolding, adaptive difficulty, and constructive criticism, CDA promoted a sense of competence: "Getting points and feedback made me feel confident in my abilities" (Student 3, Table 4.6). Pupils expressed feeling accomplished and getting better over time, which encouraged tenacity and a readiness to tackle difficult subjects, two essential elements in maintaining motivation.

7. **Relatedness through Peer and Teacher Support**

Despite CDA's reliance on technology, the study found that students' sense of relatedness was increased by peer and teacher-researcher support: "I received support from my friends and the researcher… which inspired me to explore more materials" (Student 4, Table 4.4). Students' confidence and enjoyment of utilizing CDA were bolstered by this social aspect of learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the researcher's findings and recommendations about the topics covered in the preceding chapter.

A. Conclusion

The purpose of this research was to identify (1) how Computerized Dynamic Assessment (CDA) is more engaging for students to study, and (2) why students use CDA to help them remain engaged. The study, based on Self-Determination Theory (Deci & Ryan, 1985) and qualitative data gathered through observation, interviews, and documents, concluded that CDA enhanced the students' motivation in the six key dimensions: intrinsic motivation, extrinsic motivation, self-regulation, autonomy, competence, and relatedness. CDA promoted motivation by offering motivating and purposeful learning experiences.

Students were encouraged by the process and not just the result, and derived satisfaction while doing difficult grammar exercises. Reward elements like points and feedback that provided a sense of accomplishment and recognition helped to reinforce extrinsic motivation. With instant feedback, students were able to track their progress and

establish personal goals in terms of self-regulation. Since students were allowed to select their own resources and learn at their own pace, autonomy was also achieved. By enabling students to see their progress, CDA's scaffolded feedback and adaptive activities also enhanced their feelings of competence. Finally, in the CDA-based activities, social learning opportunities and interactive support features enhanced relatedness. Generally speaking, the findings show that CDA is an effective learning tool that invokes participation, persistence, and autonomous learning as well as an assessment tool. Cognitive and affective dimensions of motivation to learn English as a Foreign Language are fostered by the environment that was established by coupling CDA with BBC acquisition of grammatical information through reading exercises.

B. Suggestion

The researcher expected the result of this study to positively aid students' learning, especially using technology to access English courses, so that students are more skilled in applying technology and also more convenient to learn. Hopefully, this study will be able to present information to People involved in education:

1. **For Teachers**

   Teachers can integrate Computerized Dynamic Assessment (CDA) into their instructional methods to improve the motivation, autonomy, and engagement of learners. By doing this, teachers can find out that there are a lot of technologies that can be utilized in order to learn the English language instead of implementing the traditional approach. teachers can provide instruction for using CDA and can effectively improve learners' self-regulation and ability for learning.

2. **For Students**

   In order to enrich their learning experience, students are invited to participate fully in the CDA and make use of its functionality, including interactive content, tests, and feedback. They can use the autonomy that CDA offers to define and manage their own learning goals. Students can choose the learning materials they like from this CDA wherever and whenever they are.

3. **For Future Researcher**

   Future research could examine how CDA affects more profound social connection and cognitive engagement, and other areas of student learning, over the long term. Other attitudes of students, such as learning outcomes and student

engagement, can also be the subject of future research. Comparative research between CDA and more conventional assessment measures can tell more about how effective it is under different conditions of learning.

REFERENCES

Al-Rahmi, W. M., Yahaya, N., Alamri, M. M., Alyoussef, I. Y., Al-Rahmi, A. M., & Kamin, Y. Bin. (2021). "With CDA, I can prioritize topics that I find challenging, and the freedom to personalize my learning path keeps me motivated to achieve better results."*Interactive Learning Environments*, *29*(8), 1380–1392. https://doi.org/10.1080/10494820.2019.1629599

Bakhoda, I., & Shabani, K. (2019). Enhancing L2 learners' ZPD modification through computerized-group dynamic assessment of reading comprehension. *Innovation in Language Learning and Teaching*, *13*(1), 31–44. http://dx.doi.org/10.1080/17501229.2017.1286350

Kao, Y. T., & Kuo, H. C. (2023). Diagnosing l2 English learners' listening difficulties and learning needs through computerized dynamic assessment. *Interactive Learning Environments*, *31*(4), 2219–2243. https://doi.org/10.1080/10494820.2021.1876738

Language, T. E., Ebadi, S., & Saeedian, A. (2019). *Exploring L2 Learning Potential through Computerized Dynamic Assessment*. *13*(2), 51–78.

Leatherman, J. L., & Cleveland, L. M. (2020). Student exam performance in flipped classroom sections is similar to that in active learning sections, and satisfaction with the flipped classroom hinges on attitudes toward learning from videos. *Journal of Biological Education*, *54*(3), 328–344. https://doi.org/10.1080/00219266.2019.1575266

Rassaei, E. (2023). Implementing mobile-mediated dynamic assessment for teaching request forms to EFL learners. *Computer Assisted Language Learning*, *36*(3), 257–287.

Saleem, M., Kamarudin, S., Shoaib, H. M., & Nasar, A. (2023). Influence of augmented reality app on intention towards e-learning amidst COVID-19 pandemic. *Interactive Learning Environments*, *31*(5), 3083–3097. https://doi.org/10.1080/10494820.2021.1919147

Su, C. Y., & Chiu, C. H. (2021). Perceived Enjoyment and Attractiveness Influence Taiwanese Elementary School Students' Intention to Use Interactive Video Learning. *International Journal of Human-Computer Interaction*, *37*(6), 574–583. https://doi.org/10.1080/10447318.2020.1841423

Wang, J., Gao, R., Guo, X., & Liu, J. (2020). Online technology is used in the assessment process to provide digital feedback, improving skills student self-regulation, and improving the efficiency and

effectiveness of assessment (Nicol and Milligan 2006), and has grown rapidly with the development o. *Assessment and Evaluation in Higher Education*, *45*(5), 714–727. https://doi.org/10.1080/02602938.2019.1693493

Zeng, S. (2020). Unlocking individual potential in computerized dynamic assessment with an evidence-driven menu-based mediation mechanism. *15th International Conference on Computer Science and Education, ICCSE 2020*, *Iccse*, 774–777. https://doi.org/10.1109/ICCSE49874.2020.9201778

Alamri, H., Lowell, V., Watson, W., & Watson, S. L. (2020). Using personalized learning as an instructional approach to motivate learners in online higher education: Learner self-determination and intrinsic motivation. *Journal of Research on Technology in Education*, *52*(3), 322–352. https://doi.org/10.1080/15391523.2020.1728449

AlDakhil, M., & AlFadda, H. (2021). EFL Learners' Perceptions Regarding the Use of Busuu Application in Language Learning: Evaluating the Technology Acceptance Model (TAM). *English Language Teaching*, *15*(1), 1. https://doi.org/10.5539/elt.v15n1p1

Al-Rahmi, W. M., Yahaya, N., Alamri, M. M., Alyoussef, I. Y., Al-Rahmi, A. M., & Kamin, Y. Bin. (2021). Integrating innovation diffusion theory with technology acceptance model: supporting students' attitude towards using a massive open online courses (MOOCs) systems. *Interactive Learning Environments*, *29*(8), 1380–1392. https://doi.org/10.1080/10494820.2019.1629599

Apoko, T. W., Dunggio, A. A., & Chong, S. L. (2023). THE STUDENTS' PERCEPTIONS ON THE USE OF MOBILE-ASSISTED LANGUAGE LEARNING THROUGH DUOLINGO IN IMPROVING VOCABULARY MASTERY AT THE TERTIARY LEVEL. *English Review: Journal of English Education*, *11*(1), 17–26. https://doi.org/10.25134/erjee.v11i1.7069

Campbell, M., Detres, M., & Lucio, R. (2019). Can a digital whiteboard foster student engagement? *Social Work Education*, *38*(6), 735–752. https://doi.org/10.1080/02615479.2018.1556631

Chiu, T. K. F. (2023). Student engagement in K-12 online learning amid COVID-19: A qualitative approach from a self-determination theory perspective. *Interactive Learning Environments*, *31*(6), 3326–3339. https://doi.org/10.1080/10494820.2021.1926289

Estrada-Araoz, E. G., Sayed, B. T., Niyazova, G. G., & Lami, D. (2023a). Comparing the effects of computerized formative assessment vs. computerized dynamic assessment on developing EFL learners' reading motivation, reading self-concept, autonomy, and self-regulation. *Language Testing in Asia*, *13*(1). https://doi.org/10.1186/s40468-023-00253-1

Estrada-Araoz, E. G., Sayed, B. T., Niyazova, G. G., & Lami, D. (2023b). Comparing the effects of computerized formative assessment vs. computerized dynamic assessment on developing EFL learners' reading motivation, reading self-concept, autonomy, and self-regulation. *Language Testing in Asia*, *13*(1). https://doi.org/10.1186/s40468-023-00253-1

Ha, T. B. L. (2024). Exploring Self-Determination Theory in ELT: A Content Analysis of Research Trends between 2020 and 2024.

ICTE   Conference   Proceedings,   5,   140–164.
https://doi.org/10.54855/ictep.24512

Hava, K. (2021). Exploring the role of digital storytelling in student
motivation and satisfaction in EFL education. *Computer Assisted
Language   Learning*,   *34*(7),   958–978.
https://doi.org/10.1080/09588221.2019.1650071

Indriyani, S. N., Sukarni, S., & Triana, J. (2021). Segmental Features
Contained in BBC Learning English Video: Word in the News.
Scripta :   English   Department   Journal,   *8*(1),   1–7.
https://doi.org/10.37729/scripta.v8i1.807

Kantar, L. D., Ezzeddine, S., & Rizk, U. (2020). Rethinking clinical
instruction through the zone of proximal development. *Nurse
Education Today*, *95*. https://doi.org/10.1016/j.nedt.2020.104595

Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative
data: AMEE Guide No. 131. *Medical Teacher*, *42*(8), 846–854.
https://doi.org/10.1080/0142159X.2020.1755030

Leatherman, J. L., & Cleveland, L. M. (2020). Student exam
performance in flipped classroom sections is similar to that in
active learning sections, and satisfaction with the flipped
classroom hinges on attitudes toward learning from videos.
Journal   of   Biological   Education,   *54*(3),   328–344.
https://doi.org/10.1080/00219266.2019.1575266

Lee, K. F., Rutkowski, L., & Ewert, A. (2020). Testing the associations
between climbers' characteristics and motivations with various
levels of self-determination. *Leisure/ Loisir*, *44*(1), 27–50.
https://doi.org/10.1080/14927713.2020.1745672

Leenknecht, M. J. M., Snijders, I., Wijnia, L., Rikers, R. M. J. P., & Loyens, S. M. M. (2023). Building relationships in higher education to support students' motivation. *Teaching in Higher Education*, *28*(3), 632–653. https://doi.org/10.1080/13562517.2020.1839748

Leenknecht, M., Wijnia, L., Köhlen, M., Fryer, L., Rikers, R., & Loyens, S. (2021). Formative assessment as practice: the role of students' motivation. *Assessment and Evaluation in Higher Education*, *46*(2), 236–255. https://doi.org/10.1080/02602938.2020.1765228

Lin, K. Y., Hsiao, H. S., Williams, P. J., & Chen, Y. H. (2020). Effects of 6E-oriented STEM practical activities in cultivating middle school students' attitudes toward technology and technological inquiry ability. *Research in Science and Technological Education*, *38*(1), 1–18. https://doi.org/10.1080/02635143.2018.1561432

Maćkowski, M., Żabka, M., Kempa, W., Rojewska, K., & Spinczyk, D. (2022). Computer-aided math learning as a tool to assess and increase motivation in learning math by visually impaired students. *Disability and Rehabilitation: Assistive Technology*, *17*(5), 559–569. https://doi.org/10.1080/17483107.2020.1800116

Paramita, A., Ayu, M., Riset, J., & Pembelajaran, I. (2024). *The Effectiveness of BBC Learning English to Teaching Reading for Eleventh Grade Students*. *4*(2), 1657. https://doi.org/10.51574/jrip.v4i2.1635

PROFESIONAL Jurnal Ekonomi, S., dan Teknologi, B., Irmayanti Harahap, D., & Uswar, Y. (n.d.). *THE EFFECT OF BABBEL APPLICATION ON STUDENTS' VOCABULARY*

MASTERY AT SMK SINAR HUSNI MEDAN. https://doi.org/10.1080/09588221.2023.2215294

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, *61*. https://doi.org/10.1016/j.cedpsych.2020.101860

Schreuder, M. C., & Savitz, R. S. (2020). Exploring Adolescent Motivation to Read with an Online YA Book Club. *Literacy Research and Instruction*, *59*(3), 260–275. https://doi.org/10.1080/19388071.2020.1752860

Shelton-Strong, S. J., & Mynard, J. (2021). Promoting positive feelings and motivation for language learning: the role of a confidence-building diary. *Innovation in Language Learning and Teaching*, *15*(5), 458–472. https://doi.org/10.1080/17501229.2020.1825445

Sherkuziyeva, N., Imamutdinovna Gabidullina, F., Ahmed Abdel-Al Ibrahim, K., & Bayat, S. (2023). The comparative effect of computerized dynamic assessment and rater mediated assessment on EFL learners' oral proficiency, writing performance, and test anxiety. *Language Testing in Asia*, *13*(1). https://doi.org/10.1186/s40468-023-00227-3

Shin, M., & Bolkan, S. (2021). Intellectually stimulating students' intrinsic motivation: the mediating influence of student engagement, self-efficacy, and student academic support. *Communication Education*, *70*(2), 146–164. https://doi.org/10.1080/03634523.2020.1828959

Suci, E., Nurani, D., Fikri, D., & Rahmawati, H. (2023). *ENGLISH STUDENTS' PERCEPTIONS OF THE USE OF MEMRISE*

APPLICATION IN LEARNING ENGLISH VOCABULARY INDEPENDENTLY (Vol. 18, Issue 18). https://doi.org/10.31002/metathesis.v3i2.1982

Sutrisno, D., & Annury, M. N. (2022). Role-reversal and discussion-oriented models for flipping digital vocabulary achievement in English classrooms for Electronic Engineering learners. *Teaching English as a Foreign Language Journal*, *1*(1), 74–84. https://doi.org/10.12928/tefl.v1i1.165

Sya'diyah, H., Kustiyowati, K., & Silalahi, A. (2024). Pengaruh Aplikasi BBC Learning English terhadap Keterampilan Menulis (Writing Skill) dan Hasil Belajar Siswa SMA Plus Bustanul Ulum Jember. *FONDATIA*, *8*(1), 109–125. https://doi.org/10.36088/fondatia.v8i1.4567

Willy Lima, & Prof. Enid F. Newell-McLymont. (2021). Qualitative Research Methods: A Critical Analysis. *International Journal of Engineering and Management Research*, *11*(2), 189–199. https://doi.org/10.31033/ijemr.11.2.27

Zeng, S. (2020). Unlocking individual potential in computerized dynamic assessment with an evidence-driven menu-based mediation mechanism. *15th International Conference on Computer Science and Education, ICCSE 2020*, *Iccse*, 774–777. https://doi.org/10.1109/ICCSE49874.2020.9201778

APPENDICES

A. Appendix 1: Observation Sheet

Table 3. 2 : Adopted from Centre for Self-
Determination Theory (2019) by **Edward L. Deci and
Richard M. Ryan**.

Codes	Theme	Observation Results
Intrinsic Motivation	• Student enthusiasm for challenging tasks. • Satisfaction in doing the task. • Desire to learn more deeply without expecting external rewards.	
Extrinsic Motivation	• Rewards such as points, badges, or rankings for completing exercises. • Motivation to earn external rewards.	
Self-Regulation	• Students' ability to set personal learning goals.	

	• Monitoring of learning progress through graphs or immediate feedback.	
Autonomy	• Freedom to choose training materials that suit students' interests. • Freedom to decide when and how to study.	
Competence	• Feelings of success or ability after getting feedback. • Perceived progress in learning English.	
Relatedness	• Interaction through CDA features such as help and feedback. • A sense of learning support, such as fun and ease when using CDA. • Materials are socially appropriate and relevant.	

Appendix 2 : Observation Result

Table 4. 11 Adopted from Centre for Self-Determination Theory
(2017) by Edward L. Deci dan Richard M. Ryan**.**

Codes	Theme	Observation Result
Intrinsic Motivation	• Student enthusiasm for challenging tasks. • Satisfaction in doing the task. • Desire to learn more deeply without expecting external rewards.	• As the lesson went on, the students' initial lack of enthusiasm gave way to curiosity and excitement, as evidenced by their eagerness to learn and use technology, active involvement, and facial expressions. • Students nod their heads to show they understand what they are doing, and they appear intent on the CDA without glancing about. When taking the CDA quiz, students were composed and attentive rather than frustrated.

		- They were happy using the CDA and finished quizzes fast, even looking for more difficult assignments.
Extrinsic Motivation	- Rewards such as points, badges, or rankings for completing exercises. - Motivation to earn external rewards.	- The students were at first unconfident when utilizing CDA, but as they gained confidence through, the points or scores encouraged them, each question has a different number of questions and a number of scores if the students have not scored well they can repeat the questions in the CDA as many times as they want and tools like "help" encouraged them to actively participate in their education even when faced with difficult content. - The learning process is made enjoyable and

		meaningful by the incentive system.
Self-Regulation	• Students' ability to set personal learning goals. • Monitoring of learning progress through graphs or immediate feedback.	• The students expressed satisfaction with the CDA learning process and thought that the instant feedback feature helped them identify their areas of strength and weakness. They were also able to identify their mistakes. • They expressed a desire to continue utilizing CDA for independent learning and were inspired to study their progress.
Autonomy	• Freedom to choose training materials that suit students' interests. • Freedom to decide when and how to study.	• Through the use of CDA, students can select study materials according to their requirements and interests. In this case, grammar is the content employed. • This independence boosts students' confidence and

		encourages independent learning by giving them comfort, drive, and the capacity to concentrate on pertinent subjects. Students can learn anytime and anywhere according to their wants and needs when using this CDA.
Competence	• Feelings of success or ability after getting feedback. • Perceived progress in learning English.	• The students found using CDA to be a fun way to study, particularly because of the instant feedback function that allowed them to see how far they had come. The results of the quizzes showed that the girls felt more confident in their skills and a sense of accomplishment after finishing the exercises and getting feedback. • The students felt that they could truly overcome

		obstacles thanks to this feedback, which came in the form of grades, explanations of errors, and recommendations for development, particularly in grammatical content that was previously thought to be challenging.
Relatedness	• Interaction through CDA features such as help and feedback. • A sense of learning support, such as fun and ease when using CDA. • Materials are socially appropriate and relevant.	• Students found the "help" option helpful in getting past obstacles throughout the CDA session. Students were more engaged and understood when there was constant two-way communication and prompt feedback with explanations following each question. • Compared to traditional grammar exercises, students said that studying with CDA was less daunting and more fun. Student participation

| | | was increased by the system's responsiveness and the activities' streamlined format, which gave them a sense of support. |
| | | • The CDA's grammar resources were delivered in authentic settings, including social media posts, casual discussions, and professional situations. Students felt that the learning content was applicable and meaningful because of its relevance, which increased their motivation to learn. |

Appendix 3: Interview Result

B. **Interview Guidelines**

   Adopting the work of Ebadi and Yari (2015), three open-ended questions have been developed by the researcher in accordance with the study topic and research problem, and the

theory that has been adopted, namely Self-Determination Theory. the questions are as follows:

(Intrinsic Motivation)

1. What did you think about features like points, badges, or rankings in CDA? Do they make you more motivated to learn
2. Does completing tasks at CDA bring you satisfaction? Can you explain why?
3. Did you feel like you wanted to learn more when using CDA? What makes you feel that way?

(Extrinsic Motivation)

1. Did the rewards provided by the CDA help you stay motivated to complete the exercises? Why?
2. Did you feel happy when you received awards or recognition for your work at CDA? How does it affect your motivation to learn?

(Self-Regulation)

1. How did you monitor your learning progress when using CDA? Do graphs or feedback help you to set learning goals?
2. Did you feel more responsible for your learning when using CDA? What helps you feel this way?

(Autonomy)

1. Did you feel freer to choose the material or type of exercise at CDA? How does this freedom affect your motivation to learn?

(Competence)

1. Did you feel more confident in your English skills after using CDA? Why?

(Relatedness)

1. Did you feel supported by friends or teachers when using CDA? How did this support help your motivation?

C. **Result of Interview**

"What do you think about features like points, badges, or rankings in CDA? Do they make you more motivated to learn" (Intrinsic Motivation)

Participants	Interview Result	Code
Student 1 A.D.Y	*I find the points feature to be really inspiring. After finishing chores, they make me feel accomplished, and observing my progress motivates me to keep*	**Intrinsic Motivation SE** (Student Enthusiasm)

	going. When I can compare my development to others', these benefits make studying more engaging and enjoyable.	
Student 2 J.S	*Having grades or points, in my opinion, provides a competitive element that motivates me to get better. Receiving good points motivates me to work more because it feels like a reward for my efforts. These features keep me engaged and add interactivity to the learning process.*	
Student 3 H.N.A	*The quiz's points system made each task seem important and provided me with a clear understanding of my*	

	current position. Knowing that my efforts are appreciated by these accomplishments is encouraging.	
Student 4 Y.A.S	*I'm inspired to concentrate on steady learning by the use of points. I feel more assured of my development each time I gain them because they serve as accomplishments.*	
Student 5 C.O.M	*Studying feels more like a game because of the reward system, which gives you points. In order to perform better and move up the rankings, I am encouraged to interact with the content and even*	

	go over some themes again.	
Student 6 T.N	*Because these tools provide instant feedback on my performance, I think they're fantastic. Points turn into tiny but significant motivators, which may inspire me to go for greater outcomes. It works well to provide excitement and vibrancy to learning.*	

According to the statements made by the six participants or chosen students Features in CDA, such as points, encouraged participants to learn. They believed that they made learning more engaging and participatory by giving them a sense of accomplishment and acknowledgment for their efforts. These elements also assisted participants in visualizing their progress and encouraged them to create and accomplish new learning objectives. Points were viewed as modest but significant incentives that promoted consistency in learning. In summary, the points-based incentive system not only turns learning into a

game but also offers instant feedback, which promotes increased commitment to the learning process and engagement.

"Does completing tasks at CDA bring you satisfaction? Can you explain why?" (Intrinsic Motivation)

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, I get a sense of accomplishment when I finish CDA assignments. I think there has been noticeable growth, and the prompt feedback gives me confidence in my ability to learn. It was satisfying to witness the results of my hard work.*	**Intrinsic Motivation TS** (Task Satisfaction)
Student 2 J.S	*Tasks at CDA are made to push me to the proper level, so when I do them, I feel accomplished. When I solve a challenging problem or receive a perfect score, I*	

	feel fulfilled and motivated to take on more challenging assignments.	
Student 3 H.N.A	*"Yes, I am happy with CDA duties since they are interesting and interactive. The immediate benefits, like grades or feedback, make the experience more pleasurable and fulfilling, and they assist me in putting my knowledge to use in real-world situations.".*	
Student 4 Y.A.S	*"The platform at CDA gives quick feedback, which makes finishing assignments enjoyable. This enables me to recognize my strengths and areas for improvement. Knowing*	

	that I'm actually learning and improving gives me a sense of fulfillment."	
Student 5 C.O.M	*"I get joy from completing assignments at CDA since it demonstrates my growth. That the feedback points out my errors and provides justifications is something I particularly appreciate. I feel more capable and motivated to study more as a result of this approach."*	
Student 6 T.N	*"When I finish CDA chores, I feel really satisfied. Learning feels purposeful because of the exercises' framework, and the*	

	feedback system makes it easy for me to see how far I've come. It inspires me to aim higher and validates the worth of my work."	

According to the pupils, in CDA, participants feel fulfilled in finishing demanding and engaging activities, getting immediate feedback, and tracking their progress. The activities' structure, the incentives, and the variety of question types and levels all improved motivation and added enjoyment and significance to the learning process. Overall, CDA was successful in fostering a positive learning environment and boosting participants' self-esteem and enthusiasm for learning.

"Do you feel like you want to learn more when using CDA? What makes you feel that way?" (Intrinsic Motivation)

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, I feel like learning more because the material is complete and easy to*	**Intrinsic Motivation** **LS** (Learning Sustainability)

	understand, making it enjoyable to study."
Student 2 J.S	*"CDA always questions and analyzes more deeply about what is learned this triggers a critical mindset."*
Student 3 H.N.A	*"The CDA may use clear and easy-to-understand language and the material provided is also complete and attracts the attention of users In addition, there are learning methods in the form of videos and quizzes that can make it easier for users to understand the material Continue to be accessed anywhere*

	and anytime according to our needs."	
Student 4 Y.A.S	*"easy and interesting way easy and interesting way."*	
Student 5 C.O.M	*"CDA provides subject matter by critically analyzing information and drawing from a variety of sources to gain a deeper understanding of the concepts being taught."*	
Student 6 T.N	*"Thanks to the variety provided by CDA such as simulated quiz games, I can more easily understand concepts that are difficult to explain with words alone."*	

Because CDA provides quick evaluation, clear explanations, and visuals, students found that it improved their understanding of the material. Additionally, CDA fosters critical thinking and provides flexibility in accessing educational resources, which enhances comprehension and the learning process.

"Do the rewards provided by the CDA help you stay motivated to complete the exercises? Why?" (Extrinsic Motivation)

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, the rewards keep me motivated because they give me a sense of achievement and encourage me to finish more exercises to earn additional points or badges."*	**Extrinsic Motivation** **RL** (Reward in Learning)
Student 2 J.S	*"The learning process becomes more enjoyable and captivating when the rewards turn it into a game. This encourages me to continue*	

	practicing the workouts.	
Student 3 H.N.A	*"I feel more driven to complete the tasks because the rewards show me my progress and make me feel recognized for my efforts."*	
Student 4 Y.A.S	*"Certainly! The incentives motivate me to maintain my consistency and push myself, particularly when attempting to rise in the rankings.*	
Student 5 C.O.M	*"The badges and points serve as little benchmarks that help me stay motivated and focused. They inspire*	

	me to keep growing and learning.	
Student 6 T.N	*"The rewards provide instant gratification and a clear indicator of my progress, which inspires me to complete more exercises and aim for better results."*	

Participants are highly motivated to finish exercises when they get external rewards in the form of points, badges, and other accomplishments. These incentives encouraged them to keep working harder to finish the assignments, acknowledged their accomplishments, and increased their self-confidence. Their drive to learn was sustained by the competitive aspect and the use of rewards to gauge their progress.

"Do you feel happy when you receive awards or recognition for your work at CDA? How does it affect your motivation to learn?"

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, receiving points or scores after*	**Extrinsic Motivation AR**

	completing lessons makes me feel proud and motivates me to continue studying vigorously."	(Appreciative of the Reward)
Student 2 J.S	*"I feel happy when I see my progress reflected in points and scores. This encourages me to achieve better results and remain consistent."*	
Student 3 H.N.A	*"Earning points after completing tasks that have multiple levels makes me feel confident in my abilities and motivates me to explore more*	

		topics on BBC Learning English."	
Student Y.A.S	4	*"Getting recognized through points motivates me to improve my performance and challenge myself further."*	
Student C.O.M	5	*"I enjoy earning points because it makes me more motivated and more passionate about BBC Learning English as it inspires me to work harder."*	
Student T.N	6	*"The points feature encourages me to stay active and motivated, as I can see how I am*	

	doing compared to others."	

Participants are encouraged to learn English and complete the quiz questions with the rewards and recognition provided by BBC Learning English. This gives them a sense of accomplishment when they complete the questions and strengthens their motivation to study. The feedback and points further promote development and foster an inspiring learning atmosphere.

"How do you monitor your learning progress when using CDA? Do graphs or feedback help you to set learning goals?" (Self Regulation)

Participants	Interview Result	Code
Student 1 A.D.Y	*"I monitor my progress by reviewing the feedback given after quizzes. The detailed explanation of correct and incorrect answers on BBC Learning English helps me understand my mistakes*	**Self-Regulation** **LP** (Learning Progress)

	and set clear learning goals."
Student 2 J.S	*"The progress tracker on BBC Learning English, which uses summaries, helps me see how far I've come and what areas I still need to improve."*
Student 3 H.N.A	*"I use the feedback provided after completing lessons to identify my weaknesses. The system highlights the areas where I need to focus, helping me create specific goals for improvement."*
Student 4 Y.A.S	*"BBC Learning English provides a dashboard that tracks my performance. By analyzing the patterns*

		shown in the progress summaries, I can set realistic goals to strengthen my grammar skills."	
Student 5 C.O.M	*"The immediate feedback and score breakdown on BBC Learning English quizzes guide me to understand my strengths and weaknesses, making it easier to focus on specific areas that need improvement."*	
Student 6 T.N	*"The system's visual representation of my progress, such as percentages, is very motivating. It allows me to monitor my achievements and*	

	refine my goals for the next stage of learning."	

Participants can establish learning objectives, track their progress, and concentrate on areas that need work with the help of BBC Learning English's progress-tracking function with feedback. Evaluation and preparation for the following phase are made possible by the extremely motivating visual aids and feedback. These characteristics make the system transparent and interactive.

"Do you feel more free to choose the material or type of exercise at CDA? How does this freedom affect your motivation to learn?" (Autonomy)

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, I feel more responsible for my learning because CDA encourages me to actively analyze the material and think critically. This active involvement makes me more focused and engaged."*	**Autonomy PS** (Personalized Selection)

Student 2 J.S	*"CDA requires me to take charge of my learning process by interacting directly with the material, unlike traditional methods where I would only listen passively to the teacher."*	
Student 3 H.N.A	*"Using CDA helps me feel more responsible because I can control the pace of my learning, review the content as needed, and ensure I understand before moving on."*	
Student 4 Y.A.S	*"I feel a greater sense of responsibility when using CDA because it motivates me to participate actively rather than just*	

		following instructions passively, as in traditional methods."
Student **5** **C.O.M**	*"CDA's interactive features, such as quizzes and self-assessment tools, make me accountable for my progress and understanding, which helps me take ownership of my learning."*	
Student **6** **T.N**	*"The way CDA encourages critical thinking and independent analysis of the material makes me feel like I am in control of my education, which fosters a sense of responsibility."*	

By giving participants regular practice opportunities, progress tracking, and explicit feedback, CDA helps participants become more confident in their English language proficiency. Through continuous practice opportunities, progress tracking, and unambiguous feedback, CDA plays a significant role in assisting participants in developing confidence in their English language proficiency. These characteristics give students confidence in their ability to acquire the language, acknowledge their progress, and justify their efforts.

"Do you feel more confident in your English skills after using CDA? Why?" (Competence)

Participants	Interview Result	Code
Student 1 A.D.Y	*"I feel more confident in my English skills because CDA helps me track my progress, and seeing improvements motivates me to continue learning."*	**Competence GC** (Gain Confidence)
Student 2 J.S	*"Yes, I feel more confident because CDA allows me to practice consistently and shows*	

	me tangible results that validate my efforts."	
Student 3 H.N.A	*"The feedback and progress tracking in CDA makes me realize how much I've improved, which builds my confidence in using English."*	
Student 4 Y.A.S	*"CDA's interactive exercises and instant feedback help me recognize my growth and make me feel more capable of mastering English."*	
Student 5 C.O.M	*"I feel more confident now because CDA not only highlights my progress but also encourages me to overcome challenges*	

	through constructive feedback."	
Student 6 T.N	*"Using CDA boosts my confidence since it provides clear feedback on my strengths and areas for improvement, helping me understand my capabilities better."*	

"Do you feel supported by friends or teachers when using CDA? How did this support help your motivation?" (Relatedness)

Participants	Interview Result	Code
Student 1 A.D.Y	*"Yes, I feel supported to use CDA support from teachers, especially friends who*	**Relatedness FS** (Feel Supported)

	are equally willing or willing to use CDA so it can increase my confidence in learning and CDA makes the learning process more enjoyable.''	
Student 2 J.S	*"Yes, I feel supported when I use CDA. My teacher frequently pushes me to examine various elements of technology, and my friends are always happy to share their expertise and advice. Based on this research, I've come to the conclusion that learning to utilize technology is enjoyable.''*	

Student 3 H.N.A	*"I feel encouraged, especially when researchers give proper instructions on how to use CDA well. In addition, I was able to share knowledge with my friends in some of the lessons, which fostered a sense of cooperation and inspired me to learn more."*	
Student 4 Y.A.S	*"Yes, after using CDA I found that I felt comfortable using it, because of the support I received from my friends and of course from the researcher who introduced me to CDA. I was inspired to explore many materials from the CDA and my*	

	friends and I were able to actively engage and share the progress of our understanding of the materials in the CDA."	
Student 5 C.O.M	*"Through this research I was able to assess my understanding and provide and my friends, which made me feel supported. In addition, my friends also provide support, especially when we talk about the difficulties we face. I am inspired to be consistent and get better by this support."*	
Student 6 T.N	*"Yes, having support from friends and from researchers who give feedback and friends*	

124

	who share the same enthusiasm for CDA makes a big difference. It inspires me to keep learning and finding new ways to improve my English using CDA."	

Based on the six points, it is clear that encouragement from friends, instructors, or researchers is crucial for boosting students' motivation while utilizing CDA. Students gain confidence, become more at ease using CDA, and are inspired to participate fully in their education thanks to this support

Appendix 4 : BBC Learning English

Main Page

Learn grammar by watching

Test yourself against the Grammar Gameshow, or watch Dan and Sian's Masterclass to learn advanced grammar.

Improve your vocabulary

Easy-level vocabulary

Listen to real conversations in easy English in Real Easy English, and learn basic vocabulary in 10 Easy English Words

Medium-level vocabulary

Learn phrasal verbs, idioms, collocations and language to help you understand different topics
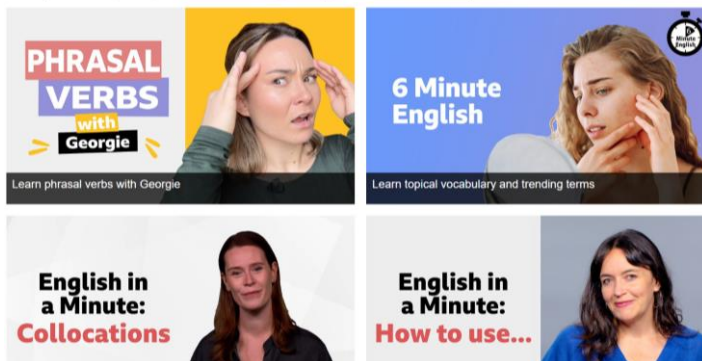
Grammar Material

a. **Easy Level**

Easy Grammar Reference

Check and improve your grammar with our basic grammar reference guide. On this page you'll find links to our basic grammar summary pages. Each basic grammar reference page covers a key grammar point with all the explanations and examples you need to become a grammar champion.

In addition to these 30 grammar reference guides, you can also try our audio grammar series, **6 Minute Grammar (easy)** or **6 Minute Grammar (medium)** and you can check your grammar knowledge with our complete **Medium grammar reference** guide, **Medium grammar reference 2** guide and **Hard grammar reference** guide. You can also try **The Grammar Gameshow** and study the lessons and use the worksheets from our **English Class** series..

* Question forms
* Present simple and present continuous
* 'Like'
* Adverbs of frequency
* 'Have to' and 'must' for obligation
* Past simple
* Past simple and past continuous
* Articles (indefinite and definite articles)
* 'Going to' and present continuous to talk about the future
* Verb patterns with gerunds and infinitives
* Present perfect
* Present perfect with 'for' and 'since'
* Comparatives and superlatives
* 'Just', 'already' and 'yet' with the present perfect tense
* Defining relative clauses
* 'May', 'might' and 'could' for possibility
* 'Used to'

www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-6/tab/grammar

b. Easy Level Session

Session 1 3 ACTIVITIES

Great Achievers

03 NOV 2014

Welcome to Unit 6! You're going to meet lots of interesting and exciting people - and learn about the past simple tense. In Session 1, Emma does a pub quiz about some great achievers. Join her team and see if you know the answers. Then, listen to the after-quiz conversation and hear examples of the past simple tense in action.

This unit: Unit 6
Next unit: Unit 7
All units

Session 2 5 ACTIVITIES

Language analysis

04 NOV 2014

It's time to learn more about the past simple tense. We'll find out when to use it and learn how to make positives, negatives and questions. Then we'll put them into practice by interviewing a famous footballer!

This unit: Unit 6
Next unit: Unit 7
All units

https://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-6/session

Session 3 3 ACTIVITIES

Session 3 3 ACTIVITIES

Use the language: Past simple

05 NOV 2014

Does learning English help your career? Meet someone who thinks it does and hear how she talks about her life in past simple tense. Then, learn how to pronounce past simple verbs correctly.

This unit: Unit 6
Next unit: Unit 7
All units

Session 4 2 ACTIVITIES

Doing great things

06 NOV 2014

So you've learnt about past simple tense - now it's time to put it to use. Listen to some stories of childhood heroes - and tell us about your own hero.

This unit: Unit 6
Next unit: Unit 7
All units

Session 5 4 ACTIVITIES

Drama and the Weekly Quiz

07 NOV 2014

Listen to episode 6 of our drama, The Race. Could this be the end for the round-the-world...

128

c. Easy Level Quizzes

international journalism I had to learn English which actually improves English more than anything because when you have to do it you do it so it is still a process actually, I'm still learning.

How has learning English helped your career?

Ece
I was able to make [sic] interviews all over the world with those people who speaks [sic] English, so yeah I became an international journalist after learning English.

To do

Now you've met Ece - what do you remember about her?

Feedback Summary

Excellent! You scored: **5** / 5

1. **Ece started learning English at the age of 13.** True ✓

   Correct. Ece said: "I started learning when I was 13".

2. **Ece studied law at High School.** False ✓

   Correct. Ece said: "...after High School I went to Law School".

3. **Ece stopped learning English for 13 years.** False ✓

   Correct. Ece said: "...there was, is a gap in my English learning process for about 5 years".

4. **Ece isn't learning English now.** False ✓

   Correct. Ece said: "...I'm still learning".

5. **Ece learnt how to do interviews in English.** True ✓

   Correct. Ece said: "...I was able to make [sic] interviews all over the world with those people who speak English".

🖶 Print ↻ Re-try > Continue

So that's Finn and his childhood hero, King Arthur. Cath loved her teacher, Mr Everett, Feifei's hero was her dad and when Rob was a boy he loved footballer George Best.

Now let's do a comprehension task.

Feedback Summary

Excellent! You scored: **8** / 8

1. **Why did Finn love King Arthur?** He had lots of fights. ✓

   Correct!

2. **Why did Feifei's dad travel a lot?** For his job. ✓

   Correct!

3. **Why did Feifei come to England?** Her dad told her about the world. ✓

   Correct!

4. **Why did Cath love her teacher?** He did interesting things in class. ✓

   Correct!

5. **What did Cath's class make with Mr Everett?** A spider. ✓

   Correct!

6. **How did Cath's classmates feel about Mr Everett?** They adored (loved) him. ✓

   Correct!

7. **Why did Rob love George Best?** He was great at playing football. ✓

   Correct!

8. **What did other people think of George Best?** They thought the way he played was amazing. ✓

   Correct!

🖶 Print ↻ Re-try > Continue

a. **Medium Level**

b. Medium Level Session

c. Medium Level Quizzes

BBC LEARNING ENGLISH

Unit 1 / Session 2 / Activity 1

Feedback Summary
Great job! You scored: 6 / 8

1)
You're walking along the street when suddenly you see someone who you went to primary school with. You say: Wow! I haven't seen you for years!
Correct
Well done! The present perfect tense connects the past to the present.

2)
Later that day, you tell your sister about seeing your old school friend. You say: I saw my old schoolfriend today!
Correct
Well done! For finished actions in the past, use the past simple, not the present perfect.

3) **Your sister wants to know more. What does she ask?** How long have you known her?
Correct
Well done - we often use the present perfect tense to ask 'how long' questions.

4) **You say...** I've known her for almost twenty years!
Correct
Well done! We use 'for' with a length of time, like 'twenty years'.

5) **Your sister asks another question. What does she say?** Do you want to see her again?
Correct
Well done! This is a question about now, and 'want' is a verb of thinking / feeling, so this question is in the present simple tense.

6) **What do you say to your sister?** Yes! We're having lunch next Saturday.
Correct
Well done! We can use the present continuous tense for future arrangements.

7)
Your sister is asking lots of questions! Next, she says... Has she had a husband and children?
Incorrect
Sorry, that's wrong. This is a question about a present situation, so you need to use the present simple tense.

8) **You say...** She has worn a wedding ring, so I think she's married.
Incorrect
Sorry, that's wrong. The first part is a habit, and the second is a verb of thinking / feeling. So you need present simple tense for both.

134

BBC LEARNING ENGLISH

Unit 1 / Session 2 / Activity 2

Feedback Summary
Great job! You scored: 7 / 10

1) **Your answer**: "Karen: Morning! What are you doing?"
Correct
Well done. That's the present continuous tense. The form for positive sentences is subject +
am/is/are + verb-ing.

2) **Your answer**: "Karl: I'm cooking an omelette for your breakfast, darling."
Correct
Well done. The form of the present continuous for positive sentences is subject + am/is/are + verb-
ing.

3)
Your answer: "Karen: Why do you always do this when we're in a hurry? We're leaving in 10
minutes."
Correct
Well done. For positive sentences in the present simple, use the same form as the infinitive without
'to' for I, you, we and they.

4)
Your answer: "Karl: No, we've got lots of time. I know a really quick route through south London.
You know I've living in London all my life."
Incorrect
 Sorry. For present perfect, the form is subject + have/has+ past participle.

5)
Your answer: "Karen: But it's Saturday morning. Have you ever tried driving through London on a
Saturday morning? We have to leave in a few minutes."
Correct
Well done. The form for a positive question in the present perfect tense is have/has + subject +
past participle

6) **Your answer**: "Karl: But I've just started cooking. This omelette is going to be great."
Correct
Well done. The form for the present perfect tense is subject + have/has + past participle. We often
use 'just' to talk about recent events in the past. 'Just' goes before the past participle

7)
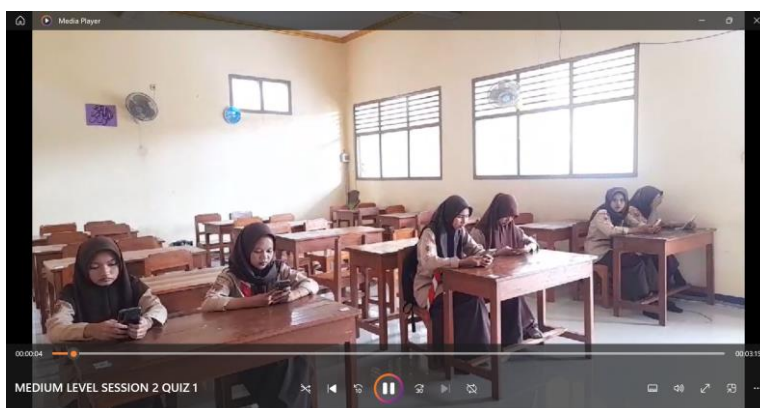**Your answer**: "Karen: Never mind that. And I hope you got them a present. Just not fish.
They do eat fish. I emailed you about that."
Incorrect
Sorry, that's not right. For the present simple, we make questions and negatives with do / does +
the infinitive without 'to'

135

Appendix 5 : Documentation

1. The researcher conducts observation activities

2. The researcher conducts interview session

Appendix 6 : Advisor Appointment letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 2 Mei 2024

Nomor : 1736/Un.10.3/J2/DA.04.09/05/2024
Lamp   : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Muhammad Nafi Annury, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka

Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama	:	Azka Nafis Dhukhaya
NIM	:	2103046041
Judul	:	Computerized Dynamic Assessment : An Attractive Measure to Build Students Attitude in Learning

Dan menunjuk saudara Dr. Muhammad Nafi Annury, M.Pd. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Ketua Jurusan Pendidikan Bahasa Inggris

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Tembusan:
1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

140

Appendix 7 : Research Permit Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: http://fitk.walisongo.ac.id

Nomor	5019/Un.10.3/K/KM.00.11/11/2024	21 November 2024
Lamp	-	
Hal	Izin Penelitian/Riset	

Kepada Yth
Kepala SMA YASIHA Gubug
Di Grobogan

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir pada Mahasiswa SI Prodi Manajemen Pendidikan Islam, Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa di bawah ini

Nama	:	AZKA NAFIS DHUKHAYA
NIM	:	2103046041
Semester	:	7
Judul Skripsi	:	COMPUTERIZED DYNAMIC ASSESMENT : AN ATTRACTIVE MEASURE TO BUILD STUDENTS' ATTITUDE IN LEARNING

Dosen Pembimbing : NAFI ANNURY M.Pd

Untuk melaksanakan penelitian/riset di SMA YASIHA Gubug yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset/penelitian dan dukungan data dengan tema/judul sebagaimana tersebut diatas pada tanggal 25 November – 7 Desember

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya disampaika terima kasih.

Wassalamu'alaikum Wr. Wb.

an Dekan
Kabag Tata Usaha

Siti Khotimah

Tembusan Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

141

Appendix 8 : Research Permit Letter

YAYASAN HASAN ANWAR
SEKOLAH MENENGAH ATAS
SMA YASIHA GUBUG
TERAKREDITASI : A (UNGGUL)
JL. KH. HASAN ANWAR NO. 09 TELP. (0292) 533 566 GUBUG, GROBOGAN 58164
email : smayasihagubug@gmail.com
NSS : 304 031 517 007   NDS : C 041 69002

SURAT KETERANGAN PENELITIAN
Nomor:116/SMA-YSH/K/IV/2025

Yang bertandatangan di bawah ini:

Nama   : Drs. H. Syafi'i

NIP   : -

Jabatan   : KepalaSekolah

Menerangkan dengan sesungguhnya bahwa:

Nama   : Azka Nafis Dhukhaya

NIM   : 2103046041

Jurusan   : Pendidikan Bahasa Inggris

Perguruan Tinggi   : Universitas Islam Negeri Walisongo Semarang

Telah melakukan penelitian di SMA Yasiha Gubug untuk keperluan penyusunan skripsi dengan judul **"COMPUTERIZED DYNAMIC ASSESSMENT: AN ATTRACTIVE MEASURE TO BUILD STUDENTS' MOTIVATION IN ENGLISH LEARNING"**

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat digunakan sebagimana mestinya.

Gubug, 12 April 2025
Kepala Sekolah

Drs. H. Syafi'i

142

Curriculum Vitae

Name   : Azka Nafis Dhukhaya

Student Number   : 2103046041

Date of Birth   : February, 16 2003

Religion   : Islam

Phone Number : 088232875802

E-mail   : dhukhayaazka@gmail.com

Address   : Kaliwenang, rt.04 rw.02,

Tanggungharjo, Grobogan

Formal Education   : SDN 02 Kaliwenang

                          MTs Miftahul Ulum Sugihmanik

                          MAN 1 Kota Semarang

Kaliwenang, 22 February 2025

The writer,

Azka Nafis Dhukhaya

143