Improving Students' Motivation in Learning English through Gamification

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ABSTRAK

Di tengah pandemi global COVID-19, situasi darurat pembelajaran jarak jauh telah dinormalisasi di Indonesia dan memengaruhi motivasi siswa dalam belajar. Pendidik di seluruh dunia telah menemukan cara untuk meningkatkan motivasi siswa melalui gamifikasi. Oleh karena itu penelitian ini bertujuan untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris melalui gamifikasi dalam pembelajaran online. Penelitian ini dilakukan di SMP Swasta dengan 36 siswa kelas VIII. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Setelah dilakukan dua siklus pada tahap implementasi, hasil yang didukung oleh angket, wawancara, dan data observasi menunjukkan bagaimana gamifikasi mampu meningkatkan motivasi belajar siswa. Dalam pengumpulan data digunakan metode kualitatif dan kuantitatif. Kuesioner sebagai data kuantitatif terdiri dari subdimensi motivasi intrinsik dan ekstrinsik. Sedangkan untuk metode kualitatif, untuk mengidentifikasi masalah siswa dilakukan observasi dan wawancara akhir siklus. Melalui dua siklus, tindakan yang diterapkan mampu meningkatkan motivasi siswa di kelas bahasa Inggris dan mencerahkan suasana kelas. Meskipun tanggapan siswa terhadap gamifikasi sangat baik, temuan tersebut juga menunjukkan masalah baru. Beberapa siswa mengalami kecemasan berbicara dengan belajar online karena takut melakukan kesalahan dan merasa malu. Studi saat ini telah mampu menjelaskan manfaat gamifikasi dalam proses belajar mengajar English Language Teaching (ELT).

ABSTRACT

In the event of world pandemic of COVID-19, emergency remote learning settings have become normalized in Indonesia and it has affected students' motivation in learning. Educators around the world have found a way to enhance students' motivation through gamification. Therefore this study aims to improve students' motivation in learning English through gamification in online learning settings. This study was conducted at a Private Junior High School with 36 eighth graders. The method used in this study is Classroom Action Research (CAR). After conducting two cycles in the implementation phase, the result, supported by the questionnaire, interview, and observation data, shows how gamification is able to improve students' motivation. In collecting the data, qualitative and quantitative method were used. The questionnaire as the quantitative data, consist of subdimensions of intrinsic and extrinsic motivation. As for the qualitative method, to identify the students' problem, observation and an end-of-cycle interview were conducted. Through two cycles, the implemented action was able to improve students' motivation in English class and enlighten the ambience of the class. Although students' response to gamification was highly favorable, the findings also suggest a new issue. Some students have developed a speech anxiety by learning online due to fear of making mistakes and a feeling of embarrassment. The current study has been able to shed lights on the benefits of gamification in a teaching and learning process of English Language Teaching (ELT).

1. INTRODUCTION

The covid-19 pandemic struck and changed every aspect of humans' lives. The pandemic has changed the entire institute of education. An emergency remote learning was quickly conducted without a thorough preparation. With an unsupportive learning environment and a lack of social interactions, students' motivation was severely affected (Heri Suryaman et al., 2020; Ichsan et al., 2020). This problem occurred due to factors such as, students' health condition (back pain, eyesight fatigue, headaches), learning environment issues (household chores from parents and bad signal from Wi-Fi), and economical problems (availability of gadgets and credits for internet data) (Papadakis et al., 2020; Singh. & Prasad Singh, 2021). To support the insufficiency of online learning, a mental and physical readiness is required (Agung et al., 2020; Muslimin & Harintama, 2020). This study supports demotivation in learning with an additional issue which is anxiety among students. Previous study found a distinct relationship between demotivation and anxiety (Rastegar et al., 2012). That study elaborated the four factors

affecting demotivation in learning process, which are 1) the teacher and students' relationship, 2) the teacher's perspective on the material, 3) the teacher and students' style differences, and 4) the classroom activities.

Motivation is considered to be the main contributing factor of a learner's second language acquisition. The theory of integrative and instrumental orientation in learners' motivation in second language acquisition (Crookes & Schmidt, 1991; Gardner et al., 1985). The theory explained that there are triggers which stimulate a person's motivation to achieve their aim, namely orientations. Thus, integrative orientation can be defined as a trigger from a learner who genuinely wants to know more about the target language's culture. As for the instrumental orientation, a learner is motivated to learn the target language for the reasons of improving the chance in accepted in a prestigious company or university.

A study on students' motivation elaborated the definition of two kinds of motivation in language learning. Firstly, intrinsic motivation indicates that a learner is motivated to study solely because they enjoy the subject they are learning. Meanwhile, extrinsic motivation implies when a learner is motivated by external factors such as to pass a test or to avoid not graduating school (Dornyei, 1994; Xing et al., 2021). A preliminary study was done to identify the condition of the class through observation. The observation through meeting recordings and preliminary interviews revealed low participants in class, lack of enthusiasm in the topic taught, monotone method of teaching, and lack of responsibilities on the assignments given, overall showing low motivation in learning.

In this globalized era, ICT plays a big role in education especially in this pandemic. Various studies have shown the benefits provided by ICT in English Language Teaching (ELT). One study emphasizes on how ICT enable students to obtain useful resources such as authentic materials which are needed to be exposed to EFL learners (Hidayati, 2016; Sabiri, 2019). It also stipulates the contributory factor of ICT in promoting student-centered learning in the English teaching and learning process. ICT introduces interactive and innovative teaching methods to educators and learners. A study in National University, California, suggested that the key to a successful learning can be found in innovative learning (Serdyukov, 2017). Through innovative learning, students find themselves in a surrounding where they are able to learn something new every day, critically ask about the new things they have learned, and produce ideas creatively (Makarova & Makarova, 2018; Norahmi, 2017). This where the role of gamification will come into play.

In the era of the fourth industrial revolution, modern smart technology supports the game-based learning platforms which come in many different types and features. There is an increasing number of studies which have tried to see how gamification is able to affect students' performance and motivation in learning. One study on how the digital game 'Kahoot' is stimulating enhancement on students' motivation. Previous study showed overwhelming result in its experimental study (Wichadee & Pattanapichet, 2018). Students' response to the digital games encompasses the competitiveness, the enjoyment, and the growing interest in the lesson that the games has caused. Moreover, a case study done to evaluate the impact of gamification on students' motivation also revealed students' positive viewpoint towards learning using 'Kahoot' through satisfaction survey (Fuster-Guilló et al., 2019).

Other than 'Kahoot', another digital game has also taken a lot of attention. Previous study applying the digital game 'Quizizz' as game-based learning and assessment in an Indonesian EFL classroom (Irwansyah & Izzati, 2021). Once again, enthusiastic responses from the students were pouring out, whether on how it affected their performance in class or on their motivation to learn. The software's eye-catching design and features drew students' attention which in turn increased their participation and made them more focused in class. More recent evidence studied the benefits of 'Quizizz' and concluded the remarkable influence it had given to engage students on a learning topic in English classrooms (Strømme & Mork, 2021).

Both 'Kahoot' and 'Quizizz' are digital gamification platforms equipped with quiz and voting features. Another groundbreaking gamification platform with more intricate and fascinating features has shown its benefits in supporting interactive learning process as well, namely 'Nearpod'. Previous study investigated the impact 'Nearpod' on teaching and learning process (Sanmugam et al., 2019). The study pointed out that due to its variety of features, teachers were benefited from the feature 'live participation' which enables teachers to present a material in a controlled pace. As for the students, when 'Nearpod' was introduced to the class, they were eager to test a software they had never tried before. How the software endorses student-centered learning is what motivates students in learning.

Other study highlighted the idea that through gamification, people play games to enlighten their mood because games are naturally pleasurable (Hasan et al., 2017). This shows that games are able to build up intrinsic motivation that comes from within a person. By using gamification – incorporating games into an educational context – students will not only enjoy the process of learning, but also improve their performance as a form of increased motivation (Adnyani et al., 2022; Kalogiannakis & Papadakis, 2019). By being aware of the facts concerning students' motivation in learning and teaching process in the COVID-19 pandemic, this study aims to improve students' motivation in learning English through gamification in online learning settings.

2. METHOD

The research was carried out for six weeks and was done through the teaching and learning activities in the classroom. The research method of this study is Classroom Action Research (CAR). The procedure of the research was done by firstly identifying the problem of the 8th grade students through observation as explained in Introduction part. After being aware of the problem in the class, the researcher began executing the actual classroom action research through four basic steps, namely planning, action, observation, and reflection (Kemmis & Mc. Taggart, 1988). All the four steps are included as one cycle, each cycle was executed in three meetings. The researcher did two cycles after the first cycle not being able to reach the criteria of success. The action research spiral is show in Figure 1.
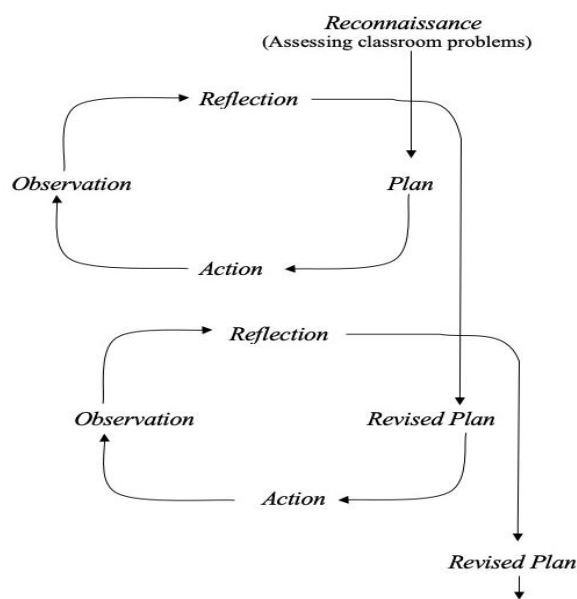

Figure 1. The Action Research Spiral

To decide whether or not the cycle is to be continued, revised, and renewed, a criteria of success is determined. The criteria of success in this research are determined by the result of questionnaire, observation in students' performance in class, and the result of the interviews. The three instruments complement each other in giving the most significant result of the research. The questionnaire was composed of ten questions and the interview had seven questions. Informed consents were done before conducting the interview to the students. The research was conducted at one of Indonesia's Private Junior High School. The subject of the research is the 8th grade students with a total of 36 students.

In collecting the data, qualitative and quantitative method were used. The questionnaire is use as the quantitative data with subdimensions of intrinsic and extrinsic motivation as seen in Table 1. As for the qualitative method, to identify the students' problem, observation and an end-of-cycle interview were conducted (Purnama et al., 2019).

The observation and the interview data were analyzed using descriptive statistics. As for the result of the questionnaire, it was analyzed by determining the mean score of each item and standard deviation. Further, the motivation level of the students will be categorized into students' motivation level classification of very low, low, high, and very high level seen in Table 2. Criteria of success in this research is if 100 % of the students having motivation level classified into high and very high level.

Table 1. Motivation Questionnaire

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I really like learning English					
2	Studying English is necessary to me because it will enable me to know new people from different parts of the world.					

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3	Studying English is meaningful to me because I would like to learn as many foreign languages as possible.					
4	Studying English is important to me because an educated person is supposed to be able to speak English.					
5	Studying English is crucial to me so that I can be a more knowledgeable person.					
6	Studying English is valuable to me so that I can broaden my perspective.					
7	Studying English is necessary to me because I may need it later (for jobs, studies).					
8	Studying English is useful for me so that I can understand English-speaking films, movies, TV series, or radios.					
9	Studying English is essential to me so that I can read English books, newspapers, or magazines.					
10	Studying English is high-priority to me because I would like to spend some time abroad (in foreign countries).					

Table 2. Classification of Motivation Level

No.	Range	Classification
1	1,00 – 1,49	Very Low
2	1,50 – 2,49	Low
3	2,50 – 3,49	Average
4	3,50 – 4,49	High
5	4,50 – 5,00	Very High

3. RESULT AND DISCUSSION

Result

After being informed by the previous situation which occurred in the teaching and learning process in class 8C, the researcher implemented a Classroom Action Research using a variety of gamification and later monitored students' performance in class which shows any signs of improving motivation. Two cycles were conducted in this CAR study with the four primary steps with an additional of one step, namely the 'revising the plan' step. Each cycle was done in three meetings, and every meetings' duration is one hour.

Cycle 1

The first step of the first cycle was taken based upon the issues on the outcome of the observation. The issues being brought up were students' low enthusiasm and performance in class as well as the apathetic ambience of the classroom. To find the solution to this problem, the researcher decided that incorporating games into the teaching and learning process will liven up the class and might trigger students' competitiveness and also bring enjoyment to it. After deciding the plausible solution, the researcher made preparations in implementing the action such as the lesson plans, the materials, the platforms to use, and the assessment.

The first cycle consisted of three meetings. At the end of the first cycle, a questionnaire was handed out. The first meeting's topic was derived from the school's module by Pearson Education talking about Listening skills with the theme of 'modern technology'. The researcher (as the teacher) started out with introducing the topic through a video about the use of technology as an engagement tool in the opening. Then, an active learning platform from Pearson was used to provide the discussion materials. After the discussion, the platform 'Nearpod' was presented to students as a type of formative assessment. The feature in 'Nearpod' being used are the matching pairs and open-ended questions.

The second meeting's topic was vocabulary (conjunctions) through descriptive text. At the start of the class, the researcher (as the teacher) presented a descriptive text through the active learning Pearson platform and discussed with the students on the conjunctions used in the text. After the discussion, the second platform introduced for the formative assessment is 'Quizizz'. The third meeting's topic was vocabulary with the theme of weather, seasons, and natural disasters. In this meeting, the researcher (as the teacher) started using 'Canva', the design graphic platform to discuss various kinds of weather and temperature with students. After the discussion, as an informal assessment, the teacher used 'Nearpod's other feature, namely 'Time to Climb' which has a similar concept to 'Quizizz'. On the last meeting of the cycle, the teacher asked the captain of the class to ask the students in the class for feedbacks on the use of gamification.

After implementing the action, the researcher observed students' performance and participation in class. In reference to the result of the observation, the engagement platforms worked better in keeping the classroom's atmosphere lively. The students' response slightly changed when the platform 'Canva' was used in the opening class of the third meeting to engage them to the topics. They became a bit more active than prior to the study. However, when given the assignment quizzes on 'Nearpod' and 'Quizizz', there are still many students who did not do the assignments even after being notified several times.

Since the result of the questionnaire and the observation through meeting recordings were still showing students' average performance and motivation in participating in the class or have not yet to achieve the criteria of success, there seem to be a requirement of a second cycle. Some of the students still had not fully participated in class yet. Some of them were only doing the assignment given but not attending the class and some who attended the class still did not do the given assignment. At the end of the cycle, when asked about their experience in learning through gamification, the feedbacks were they were not very keen on having too many assignments in each meeting and the class was too intense. Hence, the researcher decided to execute a second cycle in accordance with the feedbacks. Table 3 shows about mean and standard deviation of the students motivation scores in cycle 1. Table 5 shows students' motivation level and percentage in cycle 1. Based on the research findings, it can be highlighted that the criteria of success in this research has not already been achieved so that this research can be continued to Cycle 2.

After considering the reflection, the researcher decided to add more platforms that could give a less intense atmosphere in class by making an interactive class and incorporating the material into the game-based learning platform. By giving thoughts to students' feedbacks, the researcher decided to give activities that would enhance students' creativity and critical thinking by giving storytelling activities through game-based learning platforms.

Table 3. Mean and Standard Deviation of The Students Motivation Scores in Cycle 1

Descriptors	Mean	Deviation Standard
I really like learning English	3.53	0.83
Studying English is necessary to me because it will enable me to know new people from different parts of the world	4.19	0.70
Studying English is meaningful to me because I would like to learn as many foreign languages as possible	3.58	0.92
Studying English is important to me because an educated person is supposed to be able to speak English	3.50	0.90
Studying English is crucial to me so that I can be a more knowledgable person	3.92	0.72
Studying English is valuable to me so that I can broaden my perspective	3.75	0.69
Studying English is necessary to me because I may need it later (for jobs, studies)	4.53	0.73
Studying English is useful for me so that I can understand English-speaking films, movies, TV series, or radios.	4.42	0.92
Studying English is essential to me so that I can read English books, newspapers, or magazines.	3.97	0.93
Studying English is high-priority to me because I would like to spend some time abroad (in foreign countries).	4.00	1.05

Cycle 2

With the result of the first cycle in mind, the researcher planned to utilize the game-based learning platforms not only for assessment activities but also incorporating the material in the games. The software 'Nearpod' and its many features support the use of material delivery and assessments. The researcher was also planning to introduce the software 'Mentimeter' and Zoom's feature 'Whiteboard' to students as an engagement tool in presenting new materials. Proper lesson plans using those platforms were being prepared as well.

In the second cycle, the researcher implemented new platforms. In the first meeting of cycle 2, the topic is grammar skill with the theme of natural disasters. The researcher (as the teacher) straightaway used 'Nearpod' in introducing the meeting's material. The feature to breakdown videos in 'Nearpod' was used to discuss the past simple tense of the natural disaster's news video script on Tsunami. After the discussion, the platform 'Quizizz' was utilized for the assessment. In the second meeting, the topic is vocabulary and grammar (past tenses and regular and strong adjectives) skills with the theme of 'weather'. The researcher (as the teacher) presented the students with a reading text from a magazine to discuss the use of the grammar and the vocabulary. After the discussion, the teacher introduced 'Mentimeter' as an assessment platform and asked them to tell about 'the most memorable place they have ever visited' to see students' skill in creating sentences with the grammar and vocabulary they have learned from the discussion.

In the third meeting, the topic is writing and grammar (past continuous tense) skill with the theme of past experience. The researcher (as the teacher) firstly discussed the material with students on the grammar skill using the active learning Pearson platform. After the discussion, the teacher used the feature 'Whiteboard' in zoom to create a place for students to write sentences. In this assessment part, the students in the class were divided into two big teams and each student was asked to create a sentence using the past continuous tense they had discussed. Each sentence must correlate with one another and create one whole story. The teams who finished first would be the winner.

In the implementation of the second cycle, the observation through meeting recordings showed that the ambience of the classroom is far different from the previous condition prior to the study and the first cycle. Students are more relaxed and more active in answering the questions given by the teacher. The engagement platforms such as 'Mentimeter' and the whiteboard zoom feature worked better than expected. Students' responses were overwhelming on the storytelling activity and when the time of the class had ended, they still asked to continue the activity. On the use of 'Mentimeter', students actively shared their story on the most memorable place they have ever visited, which can be seen on the result of the mentimeter. Overall, the performance and the enthusiasm of the students in class have improved.

The result of students' motivation level in Cycle 2 is that 100 % of the students motivation level can be classified into high of 77,78 % and very high of 22,22 %   meaning that more enthusiastic in participating in activities requiring imagination and creative thinking, and students were more interested in an interactive type of game-based learning platforms. Even though there was still a need of effort in asking the students to submit assignments, students' motivation in learning in class have increased. Table 4 shows about mean and standard deviation of the students motivation scores in cycle 2. Table 5 shows students' motivation level and percentage in cycle 2. Table 6 shows that 28 students (77,78 %) are classified in the high motivation level and 8 students (22,22 %) in the very high level. Based on these results, it can be determined that the criteria of success in this research has already been achieved so that this research can be stopped in Cycle 2.

After conducting two cycles of implementing gamification, the researcher coordinated an interview with a total of 10 students regarding the overall experience. The researcher started by asking general questions relating to students' point of view on learning English. The majority of response from the students concerning the importance of learning English was because English is an international language hence they feel the necessity to learn English. Most of them also believed by mastering English, they will have bigger opportunity in getting a steady job and be accepted into a prestigious university. As for the question on their preference of learning activity, more than five students explained their keenness in the integration of games into learning. Another interesting finding was when students were asked about the significance of tests and assignments scores. Only few students believed the purpose of tests and assignments scores are to indicate their progress in learning. Nearly all of them regarded tests and assignments scores as something that they achieve to avoid failure from failing classes or to live up to their parents' expectation.

The question referring to their online learning, the students responded how their confidence to ask questions are reduced owing to the fact that the virtual meeting where students are asked to mute their microphone gives them a sense of shyness when they speak and everything is silent in the meeting. Another response from the students indicated that home is not a proper learning environment. Furthermore, the researcher asked the students' opinion on the implementation of gamification towards their motivation in learning English and most of them responded favorably. They highlighted on how learning process becomes more enjoyable.

Table 5. Mean and Standard Deviation of the Students Motivation Scores in Cycle 2

Descriptors	Mean	Deviation Standard
I really like learning English	4.03	0.60
Studying English is necessary to me because it will enable me to know new people from different parts of the world	4.56	0.64
Studying English is meaningful to me because I would like to learn as many foreign languages as possible	4.06	0.74
Studying English is important to me because an educated person is supposed to be able to speak English	3.64	0.85
Studying English is crucial to me so that I can be a more knowledgable person	4.25	0.64
Studying English is valuable to me so that I can broaden my perspective	4.08	0.76
Studying English is necessary to me because I may need it later (for jobs, studies)	4.80	0.45
Studying English is useful for me so that I can understand English-speaking films, movies, TV series, or radios.	4.56	0.60
Studying English is essential to me so that I can read English books, newspapers, or magazines.	4.44	0.76
Studying English is high-priority to me because I would like to spend sometime abroad (in foreign countries).	4.31	0.66

Table 6. Students' Motivation Level and Percentage in Cycle 2

No.	Range	Classification	Students	Percentage
1	1,00 – 1,49	Very Low	-	-
2	1,50 – 2,49	Low	-	-
3	2,50 – 3,49	Average	-	-
4	3,50 – 4,49	High	28 Students	77.78 %
5	4,50 – 5,00	Very High	8 Students	22.22 %

Discussion

The first finding is games enable students to go through learning process with an enjoyable and relaxed atmosphere. Several studies have expressed students' attitude towards incorporating games into learning process. A study investigating on the attitude differences among students in Scotland and Netherland concluded how students' response to games in educational context is hopeful (Hainey et al., 2020). The students claimed on how games escalate their will to learn and forestalling fatigue due to boredom in the process of learning. Moreover, previous study emphasized on how games are considered as an approach which is the most favored to be used in a learning environment due to its pleasurable nature (Hasan et al., 2017; Rahayu & Fujiati, 2018). It is also attempted by previous study to use games to motivate students in learning vocabulary and reported students' response by saying how their faces lighten up when they are introduced to a game (Al-Shawi, 2014). Merging games into students' learning activity gives them an entirely new experience in learning.

The second finding is how engagement platforms are able to cause a complete reversal in teaching and learning process. The 'Mentimeter' platform did wonders on students' attitudes toward learning English. There are not many studies yet regarding the use of 'Mentimeter' in EFL classrooms. As one of the few studies that explored the impact of 'Mentimeter' for students engagement in an EFL context (Sari, 2021). The positive reactions from students were due to the freedom of speech from the concealed identity since students do not have to write down their name. Furthermore, the students approved of the platform's practicality. By being able to witness others' opinions and majority of opinion from the feature, the software becomes very helpful in creating a fun and interactive learning activity.

Unexpectedly, on the third finding, the researcher found a new issue in the teaching and learning process of online learning. Apparently, in this new way of learning, through interviews, it was found that students have developed a speech anxiety in class. This is why previous study spotlighted the necessity of mental readiness before going into online learning (Muslimin & Harintama, 2020). Evidently, during the distance learning in the COVID-19 pandemic, many studies have been conducted on the issue of the growing speech anxiety from students in EFL classrooms. One of the many studies is a case study by on the discovery of online learning causing students to possess a speech anxiety (Pahargyan, 2021). It was discovered that students regularly put high expectancy on themselves which generates fear of failure. They were also triggered by the fear of embarrassment. They have a mindset where when they make mistakes, people will laugh at them and degrade them. Furthermore, the students

stressed that they felt uneasy of the possibility of technical issues. They had experienced a technical issue while doing a group presentation which did not go well. Lastly, the students felt that they are incapable of focusing when their families are around. In accordance with these findings, the researcher suggests for future researchers to dive deeper into this anxiety matter in English Foreign Language (EFL) classrooms to find out if other students are also experiencing the same rationales of anxiety in online learning.

Significant implication which follows the previous discussion is to enlighten other educators in their online English Language Teaching (ELT) practice by utilizing various game-based learning platforms for enhanced participation and motivation from students. Specifically, rather than only using the feature on the platform, educators can change the purpose of an engagement platform into an assessment platform, in regards to the use of 'Mentimeter' platform which is not only to engage students in the topic but also to assess their writing skill. Moreover, through this study's findings, educators should be able to find a way make students feel more responsible of their assignments. Also, English teachers should give more support to students by creating an environment where asking questions and making mistakes are not the signs of low intelligence.

The researcher would like to suggest to English teachers create more interactive learning atmosphere through games. By doing so, students will feel more like their actions and their opinions matter. This will also create a learning environment that is not too intense. Moreover, English teachers should encourage students more by giving rewards and feedbacks on their performance in class and to teach other students in appreciating other students' performance, so that speech anxiety could be prevented. As for the future researchers, the researcher would like them to do a further investigation on what causes the students' will to complete assignments to decrease in online learning. Assessments are paramount in the process of teaching and learning to know if the materials delivered are understood by the students. Therefore, there should be a reasonable rationale in what the students did.

4. CONCLUSION

With the purpose of improving Junior High School 8th grade students' motivation, the researcher carried out a Classroom Action Research (CAR) by utilizing gamification. Through two cycles, the implemented action was able to improve students' motivation in English class and enlighten the ambience of the class. Although students' response to gamification was highly favorable, the findings also suggest a new issue. Some students have developed a speech anxiety by learning online due to fear of making mistakes and a feeling of embarrassment.

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