

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of various literature and theories related to languages, function of languages, exercises, types of exercises, gamification, aspect of gamification and previous research has been done about gamification in learning.

2.1 Language

According to (Rabiah, 2020), language is a communication tool that everyone uses in their daily lives to convey information and arguments to others. In this instance, it is impossible to separate language from culture since both serve to represent the nation and are closely associated with the mindset and actions of linguistic communities. The following examples demonstrate the function of language as a tool for expressing cultural reality: 1) Language is a part of culture; 2) Language and culture are different, but they have a close relationship; 3) Language is strongly influenced by culture; and 4) Language has a significant impact on the culture and way of thinking of those who live in it.

Language is a system of culture; different languages may have entirely different categories for ideas and objects. Many people speak more than one language, with English being the most widely used auxiliary language in the world. Bilingual people are those who have mastered a second language. They might completely give up on their original tongue because they have relocated from the area where it is spoken or because of social, political, or cultural pressure. Languages may vanish as a result of these causes.

It means language is something crucial. Basically, language is a system and communication tool, while communication is the basis for interaction with other people. Language is an important component in social culture, a system for delivering and receiving information. From expert information, it can also be seen that language represents a particular culture.

2.1.1 Function of Language

According to Ellis and Shintani, motivation is the psychological force that language learners use to try and acquire the target language and accomplish their learning goals (Shibata, 2019). From the view of sociolinguistics, language functions can be examined from a variety of perspectives, including speakers, listeners, topics, codes, and the purpose of the conversation (Rabiah, 2020).

Language serves as a personal or private identity from the speaker's perspective; Jakobson referred to this as the emotive function. It indicates that speakers have stated their opinions about what they have to say. The speakers displayed emotion while giving their speeches in addition to expressing their feelings verbally. As a result, the listener can discern whether the speakers are upset, depressed, or joyful.

From both the speaker and the listener's perspective, language serves as a directive, controlling the listener's behavior. Halliday refers to this as an instrumental function, but Jakobson refers to it as rhetorical. From this vantage point, the language not only persuades the listener to act, but the actions are also in line with the speaker's intentions. The speakers can accomplish this by using phrases that convey order, guidance, request, or allure (Rabiah Sitti, 2012).

In this study, researchers stated the function of language as a person's identity when conveying and receiving information. Besides that, language also represents the emotional form of the giver or recipient of information. Even though the language discussed in this research is not the national language used (Indonesia), but English is an international language that cannot be excluded from social life.

2.2 Exercises

Jack C. Richards states that an exercise is a type of teaching procedure that involves controlled, guided, or open-ended practice of a language aspect. Exercises include things like reading comprehension passages, cloze activities, and drills. Providing students with exercises will enable them to connect the knowledge they have learned with their personal experiences, allowing them to apply what they

have learned. The exercise method is an actualization in their daily lives due to the variety of situations students encounter while completing exercises (Iswan, 2019).

Meanwhile, in this study, researchers revealed that exercise is a method used to test the subject's abilities before taking part in learning and afterward using certain media. So in the end, the researcher will get results from the influence of the media used during the learning process.

2.2.1 Types of Exercises

Exercises are tasks that primarily require the use of language with an emphasis on form. Therefore, the idea of exercise refers to receiving instruction in or becoming aware of the linguistic characteristics of the target language (vocabulary, grammar rules, spelling) (Xavier & Meurer, 2007). Language exercises include things like finishing sentences with the appropriate verb form; composing a dialogue with the available words and functions; utilizing "there is" and "there are" to compare two images.

Language learning exercises can be divided into a number of categories that aid in the practice and development of students' language abilities. Among the exercises that these consist of are:

1. Sentence completion: Students practice grammar and vocabulary by finishing sentences with the appropriate verb form.
2. Dialogue writing: With an emphasis on conversational skills, students compose dialogues utilizing the terms and functions offered.
3. Picture comparison: By comparing two images with the phrases "there is" and "there are," students improve their descriptive and listening abilities.
4. Vocabulary exercises: Using games, puzzles, and other interesting techniques, these exercises aim to increase students' vocabulary.
5. Grammar exercises: Through a variety of exercises, including filling in the blanks and fixing sentence errors, students practice grammar rules.
6. Comprehension of reading and listening: Students enhance their reading and listening abilities by reading and listening to texts in the target language.

7. Discussion and debate: Students practice speaking and listening by participating in discussions or debates.
8. Creative writing: Students hone their writing abilities and pick up new vocabulary and grammar rules by creating poems, stories, and other creative texts.
9. Role-play: Students engage in role-playing activities in the target language, such as enacting a scene from a play or running a business meeting.
10. Translation: To enhance their comprehension of both languages, students translate sentences or texts from their native language to the target language, or vice versa.

Researcher in this study revealed that exercise means an assignment that is given once or many times, the aim is to improve a particular ability and in this research is to improve language ability.

2.3 Gamification

Gamification is to be understood and developed as an academic concept; the task is to determine whether the term and current gamified applications are significantly different from previous areas of research, and how to situate this in relation to existing fields.

Gamification refers to the application of game design elements and mechanisms in non-gaming contexts to increase user engagement. It can be applied in mixed contexts as well as digital and non-digital environments (Deterding, 2017).

Researchers reveal that gamification is an expansion of the meaning and function of "games", which are usually known simply as games but are extended to the business realm; economy; education; etc.

2.3.1 Elements of Gamification

To gain a better understanding of the concept of gamification, first make it clear that gamification does not use games for serious or non-entertainment purposes; rather, it uses game elements to enhance retention. Apostol list eight game elements—rules, objectives and results, feedback and incentives, problem-

solving, narrative, player(s), safe environment, and sense of mastery—that are utilized to gamify learning (Smiderle et al., 2020).

According to Marczewich, we can gamify a learning experience even with just one game feature. On the other hand, makes a distinction between features that are highly valuable and those that are only capable of generating a superficial level of engagement from learners. The first category includes all items like badges, points, and rewards that are solely intended to act as extrinsic motivators. The remaining ones are the following: narrative, difficulty, control, judgment, and mastery. As the students voluntarily undertook tasks to improve competence, they took on the challenge of providing the students with "both a sense of autonomy and competence." (Alsawaier, 2018).

Based on the researcher's views, elements in gamification are things that exist in the game so that they can fulfill the objectives of the gamification. This means that in this research, gamification must contain elements that improve language skills.

2.4 Supporting Practical and Experimental Gamification of Learning

Gamification is one of the upcoming technologies that will significantly impact education in the world's most technologically advanced nations (Faiella & Ricciardi, 2016). It is also viewed as a novel strategy that can close the generational divide between educators and students (Faiella & Ricciardi, 2016). Experts have commended gamification's adaptability in these situations, where it can be utilized as the primary learning activity to encourage students, enhance their abilities, or optimize learning, as well as in lectures, homework assignments, final exams, and other settings.

The gamification literature frequently emphasizes that the careful, strategic, and appropriate application of game elements can result in a learning environment marked by a high degree of motivation and active engagement, which in turn leads to favorable outcomes in the social, emotional, and cognitive domains. However, some researchers continue to point out the drawbacks of gamification: it may trivialize the material being studied; learning tasks may be viewed as simply games;

some games are better suited for encouraging students to work with concepts and notions rather than simply absorb them; games by themselves are insufficient to improve performance; learning challenges cannot be solved solely through the use of games (Smiderle et al., 2020).

The results of research studies in these areas provide a more complex view of what happens when gamification is introduced, especially on students' motivation, engagement, and learning outcomes, despite the paucity of research on gamification in education. Of all the factors that gamification appears to affect, the ones that have been studied the most are learning outcomes, motivation, and engagement.

