

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Grammar is among the important components in English language learning because it organizes the arrangement of sentences. It is basic knowledge of learning English (Fakhrudin & Nurhidayat, 2020) where we should learn to communicate and understand the language. Therefore, students need to learn grammar to construct appropriate utterances and sentences in English. Understanding the fundamental rules of grammar is essential for clear and effective communication (Normawati & Nugrahaeni, 2024). This foundational knowledge becomes even more crucial when considering how English is taught in junior high schools in Indonesia.

English is taught in junior high schools in Indonesia with an emphasis on language as a tool for communication, and the Kurikulum Merdeka (Emancipated Curriculum/ EC), which replaced the KTSP (*Kurikulum Tingkat Satuan Pendidikan*) curriculum, has placed a greater emphasis on communicative competency than grammatical accuracy (Prayogo, 2022). However, grammar is taught there, but not explicitly. Referring to the study carried out by Andriani et al. (2021) that involved teaching English grammar in a junior high school in Tasikmalaya, Indonesia, students rarely receive more detailed grammar explanations since the focus of learning English is on communicational skill. Based on the preliminary observation, the researcher found that English is taught in an integrated manner at SMP Muhammadiyah 8 Laren Lamongan. Integrated grammar in English subject incorporates grammar into lessons that focus on using language for meaningful communication through various tasks (Murtisari et al., 2020). Therefore, grammar is learned by engaging in various tasks and activities where students apply the grammar they have learned in practical and real-life situations.

Moreover, learning grammar might not be easy for some students. They have characteristics, motivations, and abilities that are different from one another (Sultra et al., 2020). Therefore, the way to engage with them is challenging for teachers in teaching the English language, especially grammar. A study conducted by Chodija &

Umam (2022) investigated teachers' perceptions of the difficulties encountered when teaching and learning grammar in junior and senior high schools in Metro, Lampung. It revealed that both teachers and students still face difficulties in teaching and learning grammar. Besides, it also suggested that to improve teaching and help students master grammar, teachers should decide on the best teaching strategies. Therefore, the strategies used by teachers are essential in the learning process (Fauqi & Fikrotul, 2022). One of the strategies to make an interesting class is by using games.

Game-based learning is created to balance theoretical content and learning using games. Game-based learning lets the students explore rigorous learning environments, concepts, and targeted learning outcomes (Chen et al., 2018). A study conducted by Cardinot & Fairfield (2019) revealed that the students' knowledge significantly increases after playing the game. Moreover, it demonstrated that a simple board game can be used to increase students' awareness of the materials, solve misconceptions among students, and reduce subject abstractness with curriculum-aligned content. Therefore, games can be categorized as a useful learning medium since they give students a sense of the real-world situation for more in-depth learning. In line with Cardinot and Fairfield, Mohammed (2022) showed that there are many advantages to using a game-based learning approach in a class, including students' skills that develop beyond, such as problem-solving skills, critical thinking, and team building.

However, there are also unfavorable effects when using game-based learning in a classroom. Students may forget that they are learning the materials because the game is too fun, and at the end of the meeting, they do not know what they have learned (Zeng et al., 2020). Therefore, the learning process is not meaningful. Franco & De (2018) argued that true knowledge comes through textual definitions and requires work with primary sources like books. Hence, the learning process has not been transformed into a fun activity by using a game-based learning approach, since there is nothing wrong with reading books.

In addition, the effectiveness of the ADDIE model in a variety of educational contexts has been previously demonstrated by studies. Gamal (2023) conducted a

systematic review exploring the literature related to the development of multimedia using the ADDIE model for EFL classrooms in Indonesia. Benefits, including enhanced accessibility and usability, were identified by the study. Besides, after comparing ADDIE and the ASSURE model in their study, Rahmandhani & Utami (2022) concluded that the ADDIE model focuses on content and application practicality. It makes the ADDIE model more useful for creating learning media. In addition, Snelson & Ching (2024) identified five focus areas, including gamification features, activities, and tools, by using ADDIE as a conceptual framework to evaluate the design processes of gamified online courses. These studies show how adaptable and successful ADDIE is in a variety of educational contexts. They do not particularly discuss how it may be used in teaching and learning Grammar. Therefore, it is needed to measure ADDIE's effectiveness when used for teaching and learning Grammar.

It can be concluded that there is still a debate about whether using GBL in a teaching and learning process has a good impact or not on the students or not. Although the findings from the previous studies suggest a promising future for games in education, implementing games for English education, especially in teaching grammar, is still a concern for some teachers. Based on an informal interview, the English teacher in SMP Muhammadiyah 8 Laren Lamongan seems unsure about the use of games in the learning process, especially games that engage students with English grammar.

A needs analysis was carried out using classroom observation and interviews with two English teachers at SMP Muhammadiyah 8 Laren Lamongan to gain a better understanding of the requirements of the students. Students struggled to learn basic grammar and retain vocabulary. However, when learning in groups, it was shown that students showed better comprehension and became more involved. Additionally, teachers stated that collaborative activities enabled students with lower proficiency levels to obtain assistance from their more proficient peers. These results highlight the value of using cooperative and interactive teaching methods, such as game-based learning, to increase student engagement and improve the quality of grammar learning.

Based on the results of the needs analysis, the researcher proposes a solution in the form of a teaching and learning media development entitled “*Developing Jigsaw Puzzle Game to Enhance Junior High School Students’ Interest in Teaching and Learning Grammar: An ADDIE Model*”.

1.2 Research Question

Based on the problems above, the researcher attempts to develop a jigsaw puzzle game to facilitate students' enhancement of their interest in learning grammar at the junior high school level. Therefore, two research questions are formulated as follows:

- (1) How is the development of a jigsaw puzzle game using the ADDIE model to enhance students’ interest in learning grammar?
- (2) What visible changes resulted from the implementation of jigsaw puzzle games concerning students’ interest in learning grammar?

The results of this study are expected to present the use of a jigsaw puzzle game as a resource that is capable of actively engaging students with grammar. Therefore, it will expand the findings of using GBL in teaching and learning and whether the results strengthen or debate the idea of using the GBL approach in a learning process.

1.3 Limitations of the Study

This study is limited to the development of a jigsaw puzzle game intended to enhance students’ interest in teaching and learning grammar, especially among eighth-grade students at SMP Muhammadiyah 8 Laren Lamongan. The game focuses only on selected parts of speech, namely nouns, verbs, adjectives, and adverbs. It does not include other grammar components such as tenses and sentence structure. Furthermore, the study does not aim to measure the effectiveness of the game in improving long-term grammar retention or overall grammar mastery through a post-test. These limitations are primarily due to time constraints and the specific objective of the research, which is centered on teaching and learning media development and student engagement rather than teaching and learning outcomes. The effectiveness of the media is instead inferred from visible classroom changes observed during implementation, teacher feedback before and after using the media, and student responses.

1.4 Definition of Key Terms

The following terms are defined to clarify their use within the scope of this study:

1. *Jigsaw Puzzle Game*. A jigsaw puzzle is a puzzle made of interlocking pieces that, when correctly assembled, form a complete picture (Rahmatunnisa et al., 2023). In this study, it serves as a tool to help students recognize and understand parts of speech through an engaging and interactive format.
2. *Students' Interest*. Students' interest refers to a motivational and affective state that drives individuals to engage in a particular activity toward a specific goal, reflecting a preference for that activity and playing a key role in the learning process, particularly in language acquisition (Puspita et al., 2022). In this study, it refers to the enthusiasm and willingness of students to engage in grammar lessons.
3. *Parts of Speech*. Parts of speech are grammatical categories that classify words according to their function in a sentence, such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections (Hustiana, 2023). In this study, the term is limited to four categories: nouns, verbs, adjectives, and adverbs.