

CHAPTER II

LITERATURE REVIEW

2.1 Teaching grammar

Grammar points to the source of language that organizes the words to make the meanings structurally (Humphrey et al., 2012). It can be seen that to deliver the idea of sentences correctly, the students should know the grammar of a language. Ellis (2006) points out there are three kinds of concepts in teaching grammar: (1) teaching grammar using presentation; (2) teaching grammar that involves students in learning grammar itself; (3) involving students to make examples of the target structure without any presentations and exercises.

A study conducted by Djurayeva et al. (2020) revealed that teaching grammar is essential in developing language skills. The result of this study showed that teaching grammar aims to provide the students with an understanding of how language is put together so that they can easily use the language they are learning when they listen, speak, read, and write. In addition, it showed that to properly accomplish this goal, language teachers must make creative and new approaches to teaching grammar. In line with this study, this research aims to develop interesting media that can increase students' interest in learning grammar in the form of a jigsaw puzzle game. Besides creating creative and interesting media to teach grammar, it also provides grammar material that helps students understand more to be applied when they listen, speak, read, and write.

Likewise, Yunita et al. (2018) conducted a study aimed at determining students' needs to learn English grammar from students' perspectives. The data was collected using a questionnaire with 65 questions covering the purpose of grammar learning, the syntax, the social system, the material, the approach, the support system, and model evaluation. There were four answer choices for each question: most needed, needed, not yet needed, and not needed. Using a percentage calculation, the questionnaire's results were quantitatively examined. Besides, students need a complete support system, especially the learning materials. The findings also revealed that the students need a friendly and meaningful learning atmosphere. It is almost certain that this can

be realized by using interesting media in teaching grammar to create a good atmosphere in the class. In the same way, Komara & Tiarsiwi (2021) also conducted a study stating that teachers' factors and English school textbooks became dominant obstacles in comprehending grammar. Thus, learners were likely to choose variative models of learning, particularly interesting media in learning grammar. The data were obtained from 500 respondents from lower and upper secondary school learners, and also university learners across the country, using online closed-ended and open-ended questionnaires. Both studies focused on students' perception of learning English grammar and equally found that students needed interesting media while learning grammar in class. Therefore, this research answered this requirement by developing media to teach grammar in the class.

In addition, Meidiastuti & Safitri (2021) conducted a study that explored innovative methods for teaching grammar in SMPN 2 Simpang Alahan Mati, Indonesia. The study identified that many students at the junior high school level find grammar challenging and often feel stressed when learning its rules. Thus, it led to low motivation and poor performance. The finding revealed that teaching grammar has evolved to create engaging classrooms, using either implicit learning through activities or direct rule instruction. Then, teachers, who know their students best, select the amount and type of grammar instruction, and choose between discovery and practice techniques to meet students' needs. Therefore, by using a combination of implicit activities, direct instruction, and personalized techniques, teachers can create a more effective and supportive learning environment for grammar mastery. In line with this, a study was conducted by Putra et al. (2024) aimed at creating a practical grammar module for junior high school students in Indonesia by using the ADDIE model. It highlighted the challenges faced by students due to the exclusion of English lessons in public elementary schools, which has led to difficulties in understanding and applying grammar. This study found that students expressed a preference for colorful modules that are easy to understand and contain exercises to facilitate learning. Besides, it also showed that the developed grammar module can boost student interest in learning grammar and highlighted the importance of engaging materials to improve English skills among junior high school students. Therefore, in designing practical grammar

modules for junior high school students should combine implicit activities, direct instruction, and personalized techniques like colorful modules with exercises.

Besides, Walker et al. (2020) conducted a study that investigated how learners acquire grammar and vocabulary simultaneously in an artificial language setting, focusing on the interplay between individual memory differences and learning processes. The study revealed that vocabulary and grammar acquisition are distinct yet interconnected processes in language learning. Vocabulary provides word meanings, while grammar governs word functions within sentences. Learning a language requires acquiring the grammatical categories of words, but learning those categories also requires understanding the role of words in syntax. In line with this, a study conducted by Li (2023) stated that grammar provides the structural foundation for language use, enabling learners to construct meaningful sentences and communicate effectively. Meanwhile, vocabulary is essential for language proficiency, influencing learners' ability to speak, listen, read, and write. Without a strong vocabulary base, comprehension and communication are significantly hindered. However, this research primarily focused on grammar skills, it incorporated vocabulary as a tool within a jigsaw puzzle game to facilitate grammar learning. By categorizing words into their grammatical function, the game helped learners develop a deeper understanding of grammatical structures while simultaneously expanding their vocabulary.

2.2 Game-based learning

Games are growing rapidly nowadays. Many people have the creativity to create games, especially making game-based learning for education. The design process of game-based learning can cover the subject matter in the learning process, with a desire to prioritize gameplay. Ardi & Rianita (2022) conducted a study investigating the leverage of a game-based learning platform, Kahoot! into EFL grammar learning and teaching boosted students' engagement. The researchers obtained observations, reflective journals, and interviews during this qualitative case study to get the data. This study showed that the platform used in this study enhanced students' engagement in EFL grammar classes in six ways. They are (1) enabling students to set goals, (2) helping students to be more focused on the task, (3) facilitating students to figure enthusiasm and interest in learning, (4) allowing students to experience playful

learning activities, (5) facilitating students to collaborate with their friends, and (6) fulfilling students' need of reward and sense of competition. Similarly, Zhang & Yu (2021) conducted a systematic review that stated that game-based learning positively affected students' learning experiences and outcomes through enjoyable, engaging, motivating, and fun environments. Therefore, it can be concluded that the existence of game-based learning matters in grammar classes.

Another study conducted by Nguyen (2021) analyzed the application of using games in teaching grammar to first-year English students at the University of Phan Thiet. Both quantitative and qualitative methods were applied in this study. The result showed that learning grammar through games has both advantages and disadvantages for the students. The findings illustrated that using games helps create enjoyment in learning grammar. It can be seen from all the students' answers during the interviews that all the students (100%) answered that the games were exciting and interesting. Besides the advantages, this study also revealed the disadvantages of using games in learning grammar. Good students often dominate those who are too shy to win the games. Although this study encouraged English teachers to apply games in teaching grammar, the result of this study also strengthens the idea that there is still a debate about whether using games in learning English grammar has a good impact on students.

2.3 Jigsaw puzzle game as a learning medium

The usage of learning media is an essential component of teaching and learning activities in a class since it inspires students to keep learning and following each activity in a class seriously (Timothy et al., 2020). Therefore, there are many studies conducted in the learning media area. One of them is a study conducted by Rahmatunnisa et al. (2023). This study investigated the use of jigsaw puzzles as learning media to motivate students to learn English vocabulary. The jigsaw puzzle created by the researchers consists of a board as a pad of jigsaw puzzle which has attached vocabulary on its base, and 12 pieces of a jigsaw puzzle with attached pictures of vocabulary being studied on the back side and a scrambled part of a picture on the front side. Students were divided into several groups consisting of 5-6 students, and asked to match the pictures on the back side of jigsaw puzzle pieces with the

vocabulary on the pad of the jigsaw puzzle. If the students correctly matched the pictures on the back side with the vocabulary on the pad, the scrambled part of a picture on the front side of the jigsaw puzzle pieces would make a figure or complete picture. This kind of activity is good for learning English vocabulary. Yet, if the students are just matching the scrambled part of a picture on the front side of the pieces, the jigsaw puzzle game will be solved, and they do not need to learn English vocabulary. This research will offer an improvement in the media design. A jigsaw puzzle will be developed by using several color codes. Each color represents each part of speech. Its pieces will be attached to a fragment of a word, and students will be asked to arrange the pieces based on the color code. Therefore, if the students have already finished arranging the pieces into a jigsaw puzzle based on their color, they will be able to classify which word belongs to which part of speech.

2.4 Students' interest in learning

Interest, which is acknowledged as a crucial component of learning motivation, is a preference and passion for learning that is boosted by interaction with the external environment (Tan et al., 2021). Since it plays a significant role in learning, many researchers have conducted studies investigating students' interest in learning. Shofwan et al. (2021) conducted a study aimed at identifying and analyzing (1) e-learning conducted by students, (2) students' interest in learning, and (3) the effect of e-learning on students' learning interest in the Package C Equivalence Program at PKBM Pioneer Karanganyar. The results showed that (1) Package C students at PKBM Pioneer Karanganyar appreciated that the e-learning was equivalent to online learning, (2) Package C students at PKBM Pioneer Karanganyar had high learning interest, and (3) there was a positive influence and e-learning was significant for students' interest in learning in the Package C Program at PKBM Pioneer Karanganyar. However, it also revealed that the learning interest that grows in students of the Package C Program at PKBM Pioneer Karanganyar is due to a sense of interest, which is 20.8% and other indicators, namely desire/awareness, attention, feelings of pleasure, and participation in learning. In addition, Hadi & Tahir (2022) performed research that investigated was level of the students' interest in learning English at the XI class in SMA Negeri 1 Lawe Bulan in the academic year 2020/2021. It used

qualitative descriptive and employed questionnaire instruments which consisted of 30 items and were divided into 4 indicators, namely: feeling of pleasure, students' interest, acceptance or attention, and students' participation. The results of the calculation showed that with a 59.82% interest rate in learning English, the calculation's conclusion classified the students in the High Enough category.

These two studies emphasize how importance of interest in learning. Shofwan et al. (2021) found that e-learning in the Package C Equality Program at PKBM Pioneer Karanganyar was well received by the students and had a positive and significant effect on their interest in learning. Factors such as interest, desire/awareness, attention, feelings of enjoyment, and participation played an important role in increasing students' interest in learning. On the other hand, research by Hadi & Tahir (2022) investigated students' interest in learning English at SMA Negeri 1 Lawe Bulan, and found that their interest in learning was in the Quite High category. This research also used similar indicators to measure learning interest, including feelings of enjoyment, students' interest, acceptance or attention, and student participation. Overall, these two studies demonstrated that student interest in learning is a crucial component of the educational process that may be impacted by several variables, including learning methods such as e-learning and interaction with the learning environment. The consistent use of indicators in measuring learning interest shows that students' feelings of enjoyment, attention, and participation are key elements that must be considered in increasing students' interest in learning.