

CHAPTER I

INTRODUCTION

A. Research Background

Grammar is a rule in language, whether speaking or writing. Proper grammar must be used to produce well-structured and clear sentences and paragraphs. Learning grammar is very important because if students want to have proficiency in listening, writing, speaking, and reading, then students must learn grammar first. Students will be more accurate in expressing their ideas to each other by studying and mastering English grammar. In addition, students who master grammar will be more active in speaking English in everyday life. Students who do not master grammar will tend to choose ambiguous words and have irregular patterns. Therefore, to avoid this, students must learn grammar well because learning grammar is essential. Thus, a teacher must find the most effective way to help students understand English grammar well (Wang, 2019).

Nowadays, students develop and grow side by side with digital technology. This causes students' learning styles to be different, a new attitude in the learning process, and a hope for better teaching and learning. Teachers face further problems because they must adapt to students' needs and keep up with the times. Teachers must find various approaches or methods to make students more active in the classroom, with a high level of motivation and involvement. In addition, Tobias et al. (2014) pointed out that many students

spend more time playing games on the computer than studying lessons at school. Thus, the thing that can solve this problem is to use one of the trends, gamification in education.

Besides, grammar is essential to learning, and many students still need help understanding grammar. Students assume that grammar is complicated and that there is much material to learn. A researcher hopes this can be resolved by applying gamification in grammar learning and making students more interested in learning grammar. In addition, gamification is related to technology. This is one of the problem solvers where Teachers must be able to keep up with developing trends and student life alongside technology.

يَا مَعْشَرَ الْجِنِّ وَالْإِنسِ إِنَّ اسْتَطَعْتُمْ أَنْ تَنْقُذُوا مِنْ أَقْطَارِ السَّمَاوَاتِ وَالْأَرْضِ فَانْقُذُوا ۚ لَا تَنْقُذُونَ إِلَّا بِسُلْطَانٍ

Surah Ar-Rahman verse 33 suggests developing abilities as far as possible to penetrate (cross) the corners of the heavens and the earth. However, the Qur'an warns that humans should be realistic no matter how good the plan is. Without mastery in science and technology, do not expect humans to get their desire to explore outer space. Therefore, humans are challenged to be constantly encouraged to develop science and technology.

With this verse, the researcher tries to find the best way to deal with students who have the perspective that grammar is complex. Meanwhile, grammar is an essential component of learning English. This study wants to describe the implementation of gamification with technological developments to make it easier for students to learn grammar. Gamification is a technique of

incorporating game elements into something, one of which is education, to encourage students to complete it (Saleh & Sulaiman, 2019). Gamification uses game elements such as points, leaderboards, badges, incentives, challenges, rewards, and so on to increase student engagement and enthusiasm for learning.

In addition, as highlighted by Saha and Singh (2016), gamification is effective because it appeals to people's desire to compete and be valued. Playing games is regarded as pleasant, challenging, and engaging. Students should examine all aspects of the activity during a course where gamification is used, including rewards and learning objectives. Students collaborate in groups with their classmates, vying for prizes and points while completing assignments in gamification circumstances.

In conclusion, based on the previous researcher's explanation above, gamification is a process of game elements that are included in good education to attract students to participate in activities; student involvement will also pose challenges. Gamification contains rewards, challenges, points, and badges to provide students' desires to be competent and receive appreciation. Szánto (2016) maintained that many sites nowadays use gamification in even the most basic activities. This site contains various gamification elements such as rewards, challenges, points, levels, etc. In addition, many sites use gamification in educational factors, such as Duolingo, Kahoot, Quizizz, etc.

Some studies of Gamification have been conducted in the Education context. The first is a study by Yuruk (2020) in which his findings indicated that the experimental group's EFL pronunciation skills improved due to utilizing the Kahoot application. This previous study researched the same area as this study which is developing gamification in education by using an application that contains game elements. Additionally, The second research by Kingsley and Grabner-Hagen (2018) explores how gamification lends itself to effective vocabulary instruction. In previous studies, the researcher explained examples of gamification that can be used in learning, provided suggestions for everyday practices, and provided insight into vocabulary instruction by gamification.

The third study from Tamtama, Suryanto, and Suyoto (2020) show similarities in research because they both use gamification. The difference lies in the place and level of execution. Their research used gamification for kindergarten children playing while learning English. In comparison, this study examines the use of gamification in higher education. Then, the fourth previous study by Głowacki, Kriukova, and Avshenyuk (2018) researched gamification in ESP classes in Poland and Ukraine. Their research has something in common with this study, as both kinds of research were carried out at universities.

The last, another previous study also gave similar results as research by Nitiasih and Budiarta (2021) indicates increasing students' reading comprehension through gamification based on local Balinese stories. The

researcher implements Quasi-experimental research with one group pre-test and post-test design in the present study. The current research focuses on teaching English grammar and uses three instruments: observation, interview, and documentation.

Research by Dehghanzadeh et al. (2021) provides a way to guide the use and design of gamification for second language learners to create appropriate learning outcomes and experiences. In addition, Dehghanzadeh et al. (2021) recommend that future research focus on the relationship between various gamification features and specific learning outcomes, as outlined. This makes the researcher get a gap for this research, using more applications with multiple features and focusing on grammar in English. Thus, a researcher is interested in implementing gamification in teaching grammar in higher education.

B. Definition of Key Terms

To avoid misunderstanding in this study, a researcher gives some definitions of key terms that are important to understand as follows:

1. Gamification

It refers to an online-based educational game applied in English learning classes at the Language Development Unit of Antasari State Islamic University. In addition, Kapp (2013) argued that while gamification can include using pieces of games to motivate learners, the exact definition of gamification involves using

game-based mechanisms and game thinking to engage people and inspire action, promote learning, and solve problems.

2. Teaching Grammar

It refers to teaching English to students about grammar which is carried out in English learning classes at the Language Development Unit of Antasari State Islamic University. The purpose of teaching grammar is to demonstrate how language works. Accurate grammar instruction instructs students about using the language correctly.

3. Students' Response

It refers to how the teacher gives a stimulus to students or the student's response to learning something with pleasure which is carried out in learning grammar at the Language Development Unit of Antasari State Islamic University.

C. Research Questions

Based on the background above, the questions of this study that will be discussed are as follows:

1. How is the implementation of gamification in learning grammar in higher education?
2. What is the student's response to the implementation of gamification in learning grammar in higher education?

D. Research Objectives

Through this study, the researcher wants to present the following aims:

1. To determine the implementation of gamification in learning grammar in higher education.
2. To explore the students' response to the implementation of gamification in learning grammar in higher education.

E. Research Significance

The purpose of this research is to show the implementation of gamification in higher education. Moreover, this research can be helpful for the following:

1. Students be able to study grammar effectively and be able to acquire grammatical elements pleasantly and efficiently using gamification.
2. Teachers who teach grammar will gradually find out what approach or method is suitable for teaching grammar. Through this study, a researcher can provide information to English teachers with students with disabilities learning grammar by implementing gamification into learning to be more fun.
3. To be a reference for further research, this study is expected to investigate additional and new knowledge for language acquisition and gamification.