CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher present some theories or literature review of related to this study. Therefore, the writer will serve an overview of the definition of teaching Grammar, Gamification, and kahoot application. Specifically, the writer will explain theories of grammar, technique in teaching grammar, theory of gamification, step in implementing gamification, advantages and disadvantages of gamification implementation, definition of Kahot, Kahoot in the classroom, and Previous Study about gamification and Kahoot.

1. Teaching Grammar

There are several aspects that should be mastered by English learners. One of those is grammar. However, grammar is considered as the most difficult aspects to be mastered. Many learners are struggling to learn grammar. Therefore, teaching grammar is very challenging. The following paragraph will discuss about theory of teaching grammar and some methods to teach grammar.

A. Theories of Teaching Grammar

Teaching grammar in the classroom is quite challenging. Teacher should find appropriate technique, media, or platform to teach grammar. According Ezzi (2012), the are two general ways to teach grammar. The first way is teaching grammar deductively. Based on Nunan (2005), deductive model in teaching refers to delivering the theory, concept, or principle of subject, in this case, grammar. In line with that, Ezzi (2012) stated that in deductive approach students are given a presentation of

rule followed with example drills. The second way of teaching grammar is called inductive approach. In this approach, students are asked to understand the concept and they should try to use it in real language use. Ezzi (2012) stated that in inductive approach, teacher will give the students several examples of sentence and ask them to put the rule in every example. This way, teachers will know how the students actually learn the rule in the real language use.

B. Technique in Teaching Grammar

Grammar is often considered as the most difficult lesson to learn in the classroom. Therefore, grammar teachers should use some techniques to deliver the material about grammar so that the students can follow the teaching and learning process well. There are several techniques to teach grammar that are often used by teachers in teaching grammar. The first technique is translation. It is where the teacher teach the rule of grammar by translating it one by one to the L1. Chang (2011) stated that translation technique can helps the students to understand the rule when the change of structure makes some changes to the sentence meaning.

The other technique that is generally used by teachers in teaching grammar is drilling. Drilling, for students that are used to it is very comfortable. In drilling technique, teachers will make many repetition in the concept or rule in grammar in different examples (Thornbury, 2006). Simple substitution drill and variable substitution drill are two expansion of drilling technique. In simple substitution drill, teacher will put different element in one model. For example, there is a simple

sentence "I study English" and I will be replaced by you in another sentence "you study English". While in variable substitution drill, the response will vary according to the prompt.

The third technique used in teaching grammar is reception with no clear response. This technique is commonly used by teachers for young learners. This is because in this technique teacher will show some structures of written or spoken expression and will not really expect fast response from students' understanding (Ur, 2007).

The last technique that is often used by teachers in grammar class is transformation. In this technique, teacher will provide a positive sentence and students will be asked to transform it into negative or interrogative sentence (Freeman, 2000). Using this technique, students can be more focused on the sentence given. This technique can also be applied to maintain the rule of the structure from the first form to the produced form.

2. Gamification

Teachers are expected to have creativity so that they can create enjoyable teaching and learning. One of interesting approaches used by many teachers is gamification. Gamification is commonly known as a method to teach young learners. However, it is currently used to teach higher level learners. The theory and steps about gamification will be explained below.

A. Theory of Gamification Approach

Learning approach is used by teachers in the process of teaching and learning to build student's interest in learning. Gamification is one of learning approaches that used in the classroom to make fun-learning atmosphere. Gamification, according to Deterding et al (2011), is a learning approach that bring up the concept and element of game in a non-game situation. In educational context, the involvement of game element in Gamification Approach can stimulate the pupils and create the integration of instruction in a game form (Hussain et al, 2014). In line with that, Garland (2015), stated that Gamification Approach enables the teacher to maximize the time of studying in the classroom.

According to Jusuf (2016), in Gamification, students should find that technology is interesting, be motivated to engage in desirable behaviour, and be contributed in solving a problem. Based on Bunchball (2010) theory, there are two separated aspects of game. The first aspect is mechanics game that can be characterized in the framework of how a game is played, with different actions, behaviours, and control mechanisms in the game using points, levels, challenges, leaderboards, and gift. While the second aspect is dynamic play that refers to action that affects the players during the game (Cheng et al., 2013).

B. Step in Implementing Gamification

Gamification Approach will be well implemented if the teachers follow the step mentioned by Jusuf (2016) that will be breaking down below:

1. Crack the subject into several different sections. In the end of each section, teachers should give quizzes. Teachers will give virtual badges when the students can pass the quiz.

2. Distinct the subject or material into different level and rank so that the students can be more encouraged to unlock the next levels.

3. Note every score the pupils get from every level so that they can focus on elevating their score in the next level.

4. Create group task so that students can work together with friends.

5. Encourage students to give comments on their friend's work to develop a culture of sharing.

6. Give certain time frame in every quiz to make students accustomed with deadline and be more focus with the quiz.

7. Put a leader board in front of the class to encourage or stimulate students' competition desire.

C. Advantages and Disadvantages of Gamification

According to Mocanda & Mocanda (2014), the implementation of Gamification in the classroom gives positive effects for students and learning atmosphere in the classroom. Those advantages are mentioned below:

a. Students are more motivated

b. Students are more interested and creative

c. Students can be more competitive

d. Class atmosphere is not boring

e. Students can be more focus

In the other hand, when the Gamification Approach is not implemented well, it can bring up some disadvantages such as predictable and boring, meaningless, and destructive psychology (Acosta et al., 2020).

3. Kahoot Application

Use of technology has become an important part of the learning process in and out of the classroom. Every language class usually uses some from of technology. Technology has been used to both help and improve language learning. Technology enables teachers to adapt classroom activities, thus enhancing the language learning process. Technology continuous to grow its importance as a tool to help teachers facilitate language learning for their learners. It discussed different attitudes which support English language learners to increase their learning skills through using technology.

A. Definition of kahoot application

According (Punyanunt, 2005), kahoot is a tool that delivers and presents questions to students. It is set up as a game that students can play either individually or in groups. Instructors provide students with multiple-choice questions, which are projected on a classroom screen. Each question has a limit 95 characters, is displayed anywhere from 5 seconds to 2 minutes, and is restricted to four response options. Students, who will need to create a unique username that can be used throughout a semester, answer these question with their own personal electronic devices (e.g., laptop, smartphone, or tablet) and receive points for both response accuracy and promptness. After each question is answered, the

correct answer will be displayed as well as a scoreboard of the highest point earners. At any time, instructor can tract student progress and scores.

B. Kahoot in The Classroom

Kahoot!'s current service allows free access for all educators. Go to https://getkahoot.com and click on the tab that says"GET MY FREE ACCOUNT." Provide your role(i.e., instructor) and your institution, create a username, supply your e-mail address, and select aa password. To use kahoot! Each time, you will need to decide if you would like to create a new one or duplicate a prior one. If you decide to create a new kahoot! You must specify whether it is a discussion question, a survey, or a quiz; if you also can decide if you would like your game to remain private (for only your personal classroom use) or be available for public use (for other instructors to also use it in their classroom). in conclution is the most important thing is must download the application and then follow the instructions from kahoot application to register and fill in the personal data of prospective users after all kahoot application can be used properly.

C. The Use of kahoot! In the classroom

Kahoot! provides students with a fun and interactive way to learn classroom material. More specifically, kahoot! can be used to :

The first is Present a new topic by assessing what students already know about the topic and what areas they should know. Kahoot! can survey students prior to a course lecture to determine whether students

have an understanding of the topic. It also can guide instructors in selecting their lecture content and identifying the key points to emphasize.

The second is Help with vocabulary terms, terminology, and definitions, because kahoot! focuses on fast-paced questions, it can assist students with learning course-related vocabulary, terminology, and definitions.

The third is Poll students about their opinions. Kahoot! allows instructors to present opposing sides or viewpoints of an argument or dilemma. This presentation is ideal for courses using case studies as there might be different solutions to the problem. Taking poll also saves valuable class time that can be used for student discussion.

The fourth is Review for an examination or test. Students like the ability to review class material in a game format. Kahoot! helps them retain the material because it is presented in a fun and entertaining manner. Because each game can be played more than once, instructors can repeat the game as a way to enable students to understand why their previous answer were incorrect.

The fifth is Learn information in sequential order. Kahoot! recently launched a jumble mode, which allows students to put things into consecutive order. This allow instructors to ask questions about chronological or progressive order.

4. **Previous of Literature**

There is previous of relate literature about this research:

Nunung Susilo Putri (2019) in her researched *" Kahoot Application in English Language Teaching (ELT) Context: An Alternative Learning Strategy"*. The results showed that after using Kahoot in the learning process, students were very interested in taking classes, students were more concerned and interested in learning English.

Budiati (2017) in her researched *" ICT (Information Communication and Technology) Use: Kahoot! Program for English Students' Learning Booster"*. The purpose of this research is to find out whether using Kahoot! the student's English learning booster program with a total of 39 participants in the English course for the first semester students of the nursing program. The results showed that Kahoot succeeded in attracting students' attention in learning English.

The other previous study entitled "The Implementation of Gamification in Teaching Grammar in Higher Education" was also conducted by Rahmatul Jannah in 2022. This research focused on analyzing the implementation of gamification in grammar class in higher education. In the end, the researcher of this study find out that students are highly motivated to learn grammar using gamification approach.

Additionally, Fermita   Yuliasma also conducted a study entitled "Students' Perceptions Toward Gamification Applied in English Language Education FKIP UIR" in 2022. this research aimed to examine students' perception on gamification applied in their classroom by the lecturer. With

47 students as research sample, the researcher find that gamification is very suitable to be applied in the classorm.   The result also showed that both teacher and students are happy with the result of gamification approach implementation.

Based on the researches above, the writer know that using Kahoot! can make students are excieted in joining the class, students are attentive and interested in learning about English. Kahoot was successful in capturing student's attention in learning English. Kahoot! an application had a positive effect and help to increase students' vocabulary mastery. Kahoot! greatly helped students to study with excited and fun, but with Kahoot! Students became more motivated to study the material deeply in the subject of movie interpretation. The similarity with other research is that we are using Kahoot! as a medium in learning, while the difference with my research is to know that the use of Kahoot! as a tool to improve students' abilities in Grammar english by utilizing the type of Kahoot! namely quizzes and discussions. So it makes the researcher describe the successful of using Kahoot! application in Grammar class .

So, it made the researcher compose research by formula title *"The Implementation of Kahoot! as Gamification Platform in Teaching Grammar at SMAN 1 Plemahan"*. This research is different from previous researcher above because in this research focus on students' perception of using Kahoot! as a medium on teaching learning in Grammar class.