

CHAPTER II

LITERATURE REVIEW

This chapter consists of some review of related literature. Those are definition of grammar, teaching grammar, problems in teaching and learning grammar, game-based learning, Quizizz and previous study.

A. Definition of grammar

Every language has its grammar, even Bahasa Indonesia. Grammar is used to arrange sentences with appropriate structure and meaningful sentences. Grammar is crucial because it is needed to help people in understanding the language. It can help understand context deeper and avoid misunderstand the context. Therefore, grammar plays an essential role as a bridge between speaker and listener in communication both in speaking and writing. Related to grammar, these are some definitions of grammar from experts.

Grammar is theory of language about the manner of language is put together and the way it works (Gerot & Wignell, 1994). Grammar also can be defined as an analysis of the pattern of the sentences which has meaning. Also, grammar is the forming of meaning from the combination of words and it describes the language works (Thornburry, 1999). Grammar is the description of the ways in which words can change their forms and can be combined into sentences in the language (Harmer, 2001). Grammar is defined as the way to state or feel through the structural form of language (Crystal, 2004).

From the definition from the experts above, it can be concluded that grammar is related to putting words together into good sentences as well as

combine sentences into appropriate paragraphs with correct structure, and it can express the feeling of the speaker through the form of sentences. It also can be said that grammar shows the process of language to arrange correct structure and meaningful sentences. Grammatical knowledge is very important for learners who want to have communicative competence with a good understanding of grammatical concepts (Puspitaloka, 2019). Grammar skills will help learners to organize words and create them full of meaning. Moreover, mastering grammar could be an advantage, it could show the competence of someone in four language skills. People learn how to create appropriate sentences based on rules they have known to organize the structure, those rules are termed grammar.

B. Teaching Grammar

Teaching is the activity when teachers share their knowledge, give an explanation that contains the topic or material to the students. When conducting teaching activities, teachers do not only share their knowledge but also information, even their experience in school or college life. Teaching grammar refers to teach students about the structure or rules in arranging words and creating sentences (Andriani & Wahyuni, 2020).

Teaching grammar means supplying students to utilize linguistic forms correctly, meaningfully, and appropriately and students need to be taught the rules of language or structure of language as well as the meaning and how to use it in creating sentences (Safitri & Lestari, 2021). In teaching grammar, teachers should not only focus on structure or pattern, but teachers also has to make sure that students are able to use it in sentences. It is called grammatical knowledge

(Saidah, 2019). If students could understand the pattern also structure but they do not know how to use it in sentences because they do not know the usage as well as the meaning of the words it will be useless and meaningless, they cannot produce the sentences that they want to express because of lack of vocabulary. Vocabulary must be integrated with teaching grammar, so students can use their grammatical knowledge appropriately, and their sentences can be meaningful and can be understood by many people. Every language has different grammar. It makes non-native students even native students experience difficulties in learning it. Meanwhile, the teacher has to make students understand grammar clearly. It becomes a problem in teaching grammar.

C. Problems in Teaching and Learning Grammar

Grammar has been taught since primary school by the Indonesian teacher, but the students still experience difficulty in doing tasks related to grammar. They tend to forget the rules or structure, or they are confused to distinguish between those patterns and the usage. Meanwhile, we all know that by learning grammar students will get an advantage in mastering their skills, example when the students can understand grammar well, they can speak accurately and fluently. The context can be understood by many people. On contrary, if the students cannot understand grammar well, they will experience difficulties in producing sentences accurately. Even though they can create sentence, their sentences can be meaningless.

Another obstacle that is experienced by teachers in teaching grammar. After explaining the material to the students, teachers will give tasks related to the material to measure students' understanding. They probably can do the tasks well

and get good grades in doing grammar task, but there is no guarantee that they are able to speak and write correctly as well as accurately (Listia & Febriyanti, 2020). So they still need to practice those four language skills multiple times with using grammar. By using grammar, they will know how to produce sentences correctly. Students tend to consider grammar as a “ghost” and many students are scared of it especially EFL students. They have mindset that grammar is really difficult with many rules and patterns inside it. It has different forms and usage. Students feel confused to distinguish it. In the end, they do not have the motivation to learn it and understand it deeper. It will be a challenge for the teacher, mostly, that phenomenon happened because the method that is used by the teacher in teaching grammar is boring. Teachers tend to use Grammar-Traditional method which teach students by asking them to repeat and memorize the rules or the pattern (Saidah, 2019). It makes students feel bored. Students tend to ignore it and choose to play by themselves. They will not give attention to the lessons. Hence, teachers need to find the method that can enhance students’ interest in learning grammar as well as apply the method to the students. By using appropriate method, it is believed that the students will give more attention to the topic and they will feel the class is fun also comfortable, so they will enjoy the lesson and follow it well. Teachers can use methods or strategies by utilizing technology to make teaching-learning activities more enjoyable and comfortable.

D. Game-Based Learning

Game-based learning is considered as appropriate method to be applied in this era when technology has been developed tremendously. ICT or Information communication technology is used in all fields, with no exception in the education field. Nowadays, teachers are demanded to utilize ICT in their teaching-learning activities. Furthermore, most students are being the user of smartphones. Relating smartphones into the learning activity can make the activity more effective and students can learn the material by themselves (Dewi, 2020) with teachers as facilitators and instructors. Learning approach through ICT is considered as the best way to teach students, many students prefer using it because it has many advantages (Pradnyadewi & Kristiani, 2021) also it has an attractive way to be used. Game-based learning is one of methods that is utilized in ICT and it can be an inspiration to teach the students.

Game-based learning is the method in teaching-learning activity that uses games. It does not mean students play games during the class, but they learn the material through the game that is designed for the education field. Game-based learning is the activity that helps students to learn in interestingly way and it can enhance the students' motivation in the classroom. Sometimes, it uses a platform that is designed only for learning purposes, and the platform provides learning through experience and knowledge. The combination between games and learning is efficient to create a learning atmosphere. Besides, students can learn in a fun and comfortable way.

By using this method, students can absorb and remember the material well because they do not feel under pressure or stressed. They tend to give attention and enjoy the class because game is attractive for them. Even though they play game but they can still learn the topic well. That is one of many advantages that is offered by this method. Moreover, by implementing game-based learning, teachers can create an enjoyable learning atmosphere for the students. Students will not feel bored as well as they will pay all of their attention and it will make them understand the material well. Besides, it can inspire students to understand material deeper, promote students' motivation, and help them to solve problems (Lastari et al., 2020). But, if there is no cooperation between students and teacher, game-based learning can not be implemented well (Furdu et al., 2017), because if the students are too much focused in game and not in learning, they can not learn and absorb the material well (Pratama & Setyaningrum, 2018). Thus, teacher needs to adjust between the method and the condition in the classroom. One of game based-learning that can be applied by teachers is Quizizz. Quizizz has many advantages that relates to students' needs.

E. Quizizz

The development of technology has brought massive influence in education, especially in learning the language. It changes conventional teaching to modern teaching which utilizes technology and as mentioned above Quizizz is one of game-based learning platform, it is designed like quiz. Quizizz is an application that allows multiplayer activities to the classroom by using electronic devices also can be integrated with google classroom which can guarantee student's safety and

can be used to track their assignment (Pahamzah et al., 2020) and it is free-cost (Setiyani et al., 2021).

Quizizz is the best alternative in online assessment in English teaching-learning (Bury, 2017). It is because the advantages offered by Quizizz are considered to fill teacher and student' needs. Quizizz can be played everywhere and every time, it just needs smartphone or laptop and internet connection to play this. Moreover, it can be used in browser or google chrome, so students do not need to install the apps, and it can save up phone storage. Teacher can set the quiz in some ways such as turning off or on the music, ranking based on correct answer only or both correction answer and time used for answering the questions, ranking that shows all students or only top five students. Teacher or lecturer as the instructor can monitor students' processes (Irwansyah & Izzati, 2021).

Besides for online assessment, Quizizz also can be used to be as teaching media, teacher can use Quizizz as same feature with power point. Teacher can create the learning material based on curriculum in Quizizz, so teacher does not need the third application to explain the material. By using Quizizz, teacher can give material as well as assess student' capability in understanding the material. In using interactive quiz in Quizizz, it can be designed as multiple choice, true and false, also fill in the blank. For multiple choice format, there are two till four choices with different colour consisting blue, red, yellow and green colour. Another advantage that is offered by Quizizz is "no cheat" , in Quizizz the quiz is random question for every student which can avoid cheating from students, this feature can be used as guarantee for assessing student' understanding in mastering

the material (Rahmawati, 2021). Besides, it allows teachers to input the picture as the background of the lesson subjects and use memes or funny pictures in every question (Fadhilawati, 2020) and they will appear after students answer the question which attracts students to use it instead of another game-based learning platform.

The advantage for teacher side, Quizizz can be set in two models; live and homework. For live mode, Quizizz is appropriate to be used in-class session, because in this mode, the game automatically ends when all the students completing it or when time that is set by teacher ended. Students need to complete the game at once, also it can be repeated since it has live result on the dashboard while it is running. Meanwhile for homework mode, the game can be played everytime or everywhere as long as the deadline has not been over. Teacher as instructor can set deadline for a week or two weeks and students can resume the half-done task later (Zuhriyah & Pratolo, 2020).

Quizizz is game-based learning that can be played by multiple users in classroom activity and it will make students engage in the class and feel excited. Moreover, Quizizz has features such as avatars, themes, memes, and also fun songs in the learning process (Anugrawati & Hermansyah, 2020). It can provide game-like learning experience to the students. Quizizz also has features like spells to fix student's answer, this feature can take students back to the question that is wrong and students can correct the answer, but students cannot choose the question, three dice that must be chosen by students after students choose one of the dice, Quizizz will show the question that is answered wrong. It will give benefits to the students

to improve their scores. Besides that, Quizizz allows students to compete with each other, and it can motivate students to learn the topic so their outcome can be improved (Safarati & Rahma, 2020).

Students take the quiz and they can see their rank as well as their friend's rank because Quizizz has feature rank-scored, this feature allows students to see their live ranking on the leaderboard right after they answer the question. Rank can increase or decrease depending on students' answers. At the end of the session, teacher can download the statistic report in excel form. The report shows the summary of students' answer and it can be used to evaluate students' performance also shared to the email of students to be self-assessment to discover their capability and by knowing their capability they can be motivated to improve their material understanding (Fadhilawati, 2020).

Beside of all those advantages, Quizizz also has its disadvantage. Quizizz can be used only when there is internet connection available (Junior, 2020). If there is no internet connection, it can not be used. Thus, it becomes the obstacle in conducting teaching and learning activity using Quizizz as media. Because if the students have no internet connection they can not follow teaching and learning activity. Moreover, if the students are late to join in the Quizizz, it can be the problem (Gustianti et al., 2021). The score will not be same. But it can be solved, the teacher waits for all students to join Quizizz and then he or she can click the button start. In the homework mode, the disadvantage of Quizizz is the students can open more than one tab if they have two or more accounts email. They can open the tab and then do the Quiz that has been provided by teacher, if they got

bad score, they can repeat it using another account. Here, the teacher can not control students. Thus, it will be better to use live mode in Quizizz instead of homework mode.

F. Previous Study

Researcher conducted research to know the effectiveness of assessing students's ability in 16 voice tenses using Quizizz as platforms. The participants were X grade students from SMA Islam Brawijaya Full Day Class. The researchers used quasi-experimental design with cluster random sampling. The instrument was pretest and posttest. Pretest and posttest was conducted through Quizizz and the questions were multiple choices. In the pre test, researchers found that students's score were not good, only two students had good score with the percentage 16% ,six students got fair score with the percentage 50% and four students got poor score with the percentage 44%. The minimum score was 44 with maximum score was 68. It means that students' understanding in tenses is not very good. After conducted the treatment and posttest, researchers got result that five students got very good score with percentage 42% and the rest of students got good score with percentage 58%. Students's understanding in tenses increased, even there was no students got poor or very poor. In this posttest, students's maximum score was 94 and students's minimum score was 72. It means that after getting the treatment students is getting better in understanding tenses. From the explanation above, it can be concluded that Quizizz is effective to assess students's ability in 16 voice tenses (Purwaningsih et al., 2021).

Second research was conducted to increase the students' grammar achievement especially in understanding the form and the use of relative pronoun using Quizizz. The subjects of the research were 24 students of second semester who take intermediate English course. The design used CAR (Classroom Action Research), it consisted of four procedure. There were planning, acting, observing and the last is reflecting. The instruments were test and questionnaire. The finding were students' score increased, it could be seen in pretest student's score was only 64,25 and in posttest students's score increased being 83,75. From here, it can be said that Quizizz can enhance students's achievement in learning relative pronoun. From the questionnaire, students showed positive views in using Quizizz, they were motivated to use Quizizz instead of conventional media. Moreover, students were happy in doing task through Quizizz, they said that learning through it is easy and fun. Students also like the "leaderboard" feature becuse they were able to know their score immediately, and they can be motivated to increase their score by answering correctly (Fadhilawati, 2020).

Third research was conducted to know students's perception in using Quizizz as online assessment for English teaching. In this research, researcher used descriptive qualitative as design and the subjects were 20 students of Dynamic English Course. The data was collected from questionnaire. The result showed that the students give positive perspective. Students chose the option strongly agree with total score 933. Mostly, students agreed that Quizizz can create competitive atmosphere in teaching learning process. they also stated that they could not cheat during the test and Quizizz has attractive display that made

them interested. There were two statements that was chosen disagree by the students, the statement were Quizizz does not make tense in doing test. Students may feel fun and enjoy, therefore they did not feel tense. The second statement was students are encouraged to be number one. Even though students feel that Quizizz can create competitive atmosphere but they do not encourage enough to be number one. As long as they have good score, it's enough for them (Amalia, 2020).

Nanda (2018) mentioned that using Quizizz as media can be called as successful because the result showed that there was significant difference between students who were taught by Quizizz and were not taught by Quizizz. It can be seen from the result of sig. number is 0.000 which H_a is accepted and H_0 is rejected. Also the result of mean of pre-test and post-test showed improvement.

Another research was conducted to explore students' view in using Quizizz as assessment tool in English class. Researchers used case study as the method with six participants from private university in Yogyakarta. The researcher used semi-structured interview to collect data. Researchers prepared recorder to record information of participants when doing interview. Participants showed positive view in using Quizizz. They considered Quizizz as interesting tool because it has gamification design, and it has many features that give benefits to them. Quizizz also encouraged students's confidence, it has ranked-score system that is showed to the all participants which it can produce positive psychological to encourage their confidence if they get good score. It also minimizes the anxiety of participants (Zuhriyah & Pratolo, 2020).

A study was conducted to investigate students' perception in using Quizizz in learning grammar in written discourse. Researchers used descriptive qualitative method as the design. The participants were 22 students of fourth semester of English department. Questionnaire and interview were used to collect the data. Researchers used Likert scale to analyze the result from questionnaire. The result showed that students enjoy to use Quizizz in learning grammar and they agreed that Quizizz can increase their knowledge also it is effective to be applied instead of conventional method. Students also felt grammar was not boring anymore, Quizizz makes it more effective and attractive. Students can understand the material well and feel excited when learning structure sentence through the Quizizz (Fakhruddin & Nurhidayat, 2020).

Bariqlana (2020) concludes that the use of Quizizz as media E-learning had an effect in improving student's vocabulary mastery. There was a significant improvement in experimental group before and after the treatment applied. The interval of the students' mean score Pre-test in experimental group was 7.56 and 7.53 for control group. The interval score of the students' mean score Post-test in experimental group was 8.36 and 7.73 for control group. The result shows that the use of Quizizz as media effectively improves students' mastery on vocabulary.

Most of the previous studies conducted by the researchers above still apply other methods or media in providing material to the students and they only use Quizizz as assessment tool or assessment media. In contrast to previous studies, in this study, the researcher would like to apply Quizizz as teaching media as well as assessment tool. Using Quizizz as teaching media is the latest strategy used by

teachers to increase students' motivation and enhance students' interest in teaching-learning activities. By using Quizizz, students feel enjoy and comfortable during the teaching-learning activities. Therefore, this media is highly recommended. For this research, the researcher will use Quizizz as media to give examples, explain the material, and give tasks to the students. In short, all class activities are conducted by utilizing Quizizz.