

CHAPTURE II

LITERATURE REVIEW

A. The Concept of Interest

According to Krapp et al (1992), interest is assumed as a phenomenon that arises from the interaction of individuals with their environment. Interest is acceptance of the relationship between oneself and something outside. The stronger or closer the relationship, the greater the interest. In addition, according to Tidjan (1976), Interest is a psychological phenomenon that shows concentration on an object because there is a feeling of pleasure. Based on this opinion, it is clear that interest is the focus of attention or reaction to something or a certain object that begins with feelings of love. From this opinion, it can be concluded that interest is a concern or reaction of interest in something that arises due to outside influences or influences from one's environment.

An erroneous assumption is to say that interest is innate. Interest is a feeling that is obtained because it relates to

something. Interest in something is learned and can affect further learning and affect the acceptance of new interests. So, interest in something is a result of learning and tends to support subsequent learning activities (Syaiful Bahri (2011).

Interest itself is a feeling of preference and a sense of interest in something or activity without being told. Interest itself is a statement that can be shown through the expression that someone likes something more than something else and can also be manifested through participation in an activity. If you have an interest in something, you tend to pay great attention to improving it.

In learning activities, the role of interest is very important, with interest, students will carry out and participate in the learning process with great enthusiasm and pleasure so that it will have a positive effect and will produce good grades following the purpose of the learning process. A child's lack of interest in a subject maybe because it is not following his talents, does not suit his needs, or does not suit the special types of children. Therefore learning that takes place never

occurs in the brain, resulting in difficulties. Therefore a teacher needs to know the causes of the lack of interest in students and then find solutions so that they can generate interest in students.

Based on the explanations above, it can be seen that the meaning of interest is an interest or inclination of the heart and soul towards something that is considered important and useful so that something is needed. There are two different research approaches to investigating the role of interest, but these two approaches are also compatible with identifying interest as a psychological state:

1. Individual Interest

According to the theory presented by Krapp et al (1992) individual interests are stable and are usually associated with increased knowledge, positive emotions, and increased reference values. Individual interest is a form of pleasure or displeasure, interested or not interested in certain subjects. High individual interest in a particular subject area is associated with high academic achievement

and high-level enjoyment. Csikszentmihalyi (1990) has identified it as a flow state when an individual has completely merged with an activity. In this state, the person is completely motivated by his/her individual interest and has become inseparable from the activity. In school learning, motivational effects of individual interest have been documented in many subject areas. Based on a comprehensive meta-analysis, Schiefele, Krapp, and Winteler (1992) reported that individual interest has a significant average correlation coefficient of above .30 with achievement across all major school content areas. A number of researchers have demonstrated that individual interest leads to a high learnertask engagement that is required for a high level of achievement (Benton, Corkill, Sharp, Downey, & Khramtsova, 1995; Renninger, 1992; Schiefele, Krapp, & Winteler, 1992). Individual interest is considered as evolving along with the development of knowledge and value systems (Renninger, 2000). It is considered to evolve slowly over time during an

individual's constant and consistent interaction with an activity in a particular environment. Individual interest is based on stored knowledge and stored value (Renninger, 2000, p. 376). This interest usually grows on its own without the great influence of external stimuli. Individual interest is conceptualized in two different ways:

a. Individual interest as disposition

In this case, individual interest is conceptualized as a relatively enduring characteristic or general orientation to action. Individual interest as a disposition has the following characteristics:

- Predict academic achievement,
- Content areas as predictor,
- Voluntary engagement,

b. Individual interest as an actualized state

In addition to individual interest as a disposition, there is another theory of individual interest, namely actualized individual interest. This theory is process-oriented and studies the learning process. The actualized

state arises from the interaction between internal and external conditions. Actualized individual interest can be said to "show itself" in this case explaining that interest is like focused attention, prolonged, relatively effortless, and accompanied by feelings of pleasure and concentration. The concept of actualized interest in this case is influenced by two things, the first is people and their characteristics and attitudes. Then the second is a situation that includes stimuli and special conditions that generate interest, an example of the special conditions in question is instructional design and social relations such as the influence of friends, teachers, or role models.

2. Situational Interest

Situational interest can be generated and can lead to the development of new individual interest in content. It can be concluded from this perspective that situational interest can trigger student motivation to engage in learning knowledge and skills that are less desirable to the original individual. According to Krapp et al. (1992), situational

interests can be explained from the point of view of causes, circumstances that generate interest, or the point of view of interested parties. Situational interest primarily influences learning by encouraging stronger attention to learning material (Hidi, 1995). The magnitude of the influence is determined by the situational factors involved in the learning process. The effect of situational interest on achievement depends on its relevance to the content.

Certain environmental factors and real objects in the environment give rise to situational concerns. Environment has a significant impact on situational interest, which is triggered by environmental cues. These triggers, which include novelty, surprise, complexity, and ambiguity, can motivate curiosity and exploratory behavior by creating motivation. As a result, situational interests are often unpredictable and have short-term impacts. Situational interests can develop into persistent individual interests. the effect of situational interest on achievement depends on its relevance to the content.

B. Grammar

1. Definition of Grammar

The definition of grammar is the study of how words and components combine to form sentences. However, not a few people sometimes describe grammar as "rules" of language. As mentioned by Al-Al-Mekhlafi & Nagaratman (2011) that in teaching grammar there are three areas that must be considered, namely grammar as a rule, grammar as a form, and grammar as a source. Besides that, there are various opinions that define what grammar is. According to Crystal (2004) "Grammar is the structural foundation of our ability to express ourselves. The more we become aware of how it works, the more we can monitor the meaning and effectiveness of how we and others use language. This can help foster precision, detect ambiguity and exploit the wealth of expressions available in English. This can help everyone, not only English teachers, but any teacher for all teaching grammar is ultimately a matter of understanding meaning". According to another opinion, according to Hirai

(2010), grammar is a way of constructing sentences and creating good language. In addition, Gerot and Wignel (1994) define grammar as a language theory that shows the process of language occurrence.

Grammar has several parts of grammar such as words, sentences, paragraphs, nouns, verbs, and punctuation. Much research literature discusses foreign language learning which seems to indicate that students find grammar helpful in language learning. Schulz's research (1996) 3 explains the views of students and teachers about error correction and the role of grammar teaching in foreign language learning where the results show that many students have a better attitude towards teaching grammar than their teachers. The students also believe that in order to master a language, it is necessary to learn grammar.

It can be concluded from the description of the opinions of the experts above that grammar is related to the

process of forming the structural meaning of language and is related to the forms of words and sentences.

2. Teaching Grammar

Grammar is an important part of learning a language, especially English. When someone wants to learn a new language in a formal form, they generally learn grammar. Grammar learning is a mandatory component if the teacher wants good and correct English teaching. The integration between grammar learning and the 4 English skills is considered to be the answer to the wishes of teachers who expect good and correct English learning. By understanding the rules that have been set, students can use or apply the rules in making good English sentences. When students can produce good sentences, they can use them in speaking or writing English, and help them understand what they read and what they listen to.

There are many learning methods that can be used to teach grammar. However, due to the rapid development of the times, English teachers must be able to create an

interesting interactive learning process. Because basically teaching activities cannot run well if they are not supported by a tool as a bridge to convey the knowledge that the teacher has to his students. A tool or what is commonly called the media becomes a link as a form of teacher communication to students in conveying their learning material. According to Henich (2002), the media is a channel of communication. The channel that connects the giver of information and the recipient of information. Without an intermediary in communication, it is impossible for information to be conveyed, so the role of the media is very important, especially when it comes to learning. Minkinen and Liorca in Cheung added that the main and general purpose of the media is to help both elementary and high level students receive and understand learning material presented in any form whether in the form of visual, audio or audio visual.

In language learning, of course, there are various methods and media that can be applied. Research on the use

of media and methods to improve language, especially in improving grammar, has been carried out a lot. This indicates that language learners often encounter difficulties when learning grammar, but on the other hand it is also revealed that there are many media that facilitate learning grammar and can be a solution to these difficulties.

3. Problems Teaching Grammar

Grammar for some or even all students is considered a difficult subject so they are not interested in learning it. They don't like learning grammar especially since English is not the language they use every day. Therefore they have a level of complexity in learning it. There are even students who have studied grammar for several years, from elementary to high school, still have difficulty constructing good and correct sentences. Some students still make grammar mistakes when they write. For some or even all students learning grammar is considered a difficult subject so they are not interested in learning it.

Teaching grammar to high school students is not an easy task. The lack of media used by the teacher is one of the obstacles, usually the teacher only explains the material and then gives assignments to students to work on. In this case students become bored and do not have great interest in learning. Ahmadi and Supriyono explained that the factors that cause grammar teaching problems can be classified into two groups, namely internal and external. They :

- a. Internal factors (factors from within the man himself) which include: Physiological factors Physiological factors that can cause learning difficulties in students such as the condition of students who sick, unhealthy, weak or disabled and so on.
- b. External factors (factors from outside humans) include:
Non-social factors. Non-social factors that can cause learning difficulties in students can be in the form of learning equipment or learning media that are not good or even incomplete, the condition of study rooms or

buildings that are not feasible, the curriculum is very difficult to describe. teacher and mastered by students, and some environmental factors.

C. Snakes and Ladders Game

Snakes and Ladders Game is a classic game that is famous all over the world. This game originates from India under the name Moksha Patam, then was brought to England in the 1890s. This game is very popular among children. The Snakes and Ladders game is played on a game board consisting of 100 squares lined up in the modern version and 72 squares in the original version and ladders and snakes are depicted on the game board. This game has the goal of directing one's game from the start of the box to the finish box assisted by a ladder drawn on the board and hindered by the snake in it. In this game, the player who finishes first is the winner. This popular game can facilitate students to learn languages. The Snakes and Ladders board game facilitates them to learn to count, live, interact, and socialize (Kusrini, 2012:4).

1. Gameplay

There is some material in playing the board game Snakes and Ladders. They are tokens, dice, game boards and cards (Porenzo via Rahmawati: 2012). The token will be used as a player marker to be placed on the board. Tokens can be stones, seeds, plastic counters, or buttons. In the game Snakes and Ladders, each player starts the game with a token placed in the column marked "start". While playing the game, the player will encounter ladders and snakes. Each player takes turns rolling the dice to move the token forward according to the number of dice they get. If the dice land on the ladder then the player moves the token to a higher place and if it lands on the snake then the player moves the token to a lower place. the player who first brings his token to the column marked "finish" will be the winner.

2. Snakes and Ladder Game in Learning Grammar

In this study, researchers will use the Snakes and Ladders game as a learning medium so that students are more enthusiastic in learning grammar. First, the researcher



Figure 1 Snake and Ladder Game Board

snakes and ladders, such as board games, dice, tokens, and several question sheets made by researchers as the development of snakes and ladders games to study grammar. Then the researcher will explain the rules of the game. Then students are divided into several groups and take a set of game tools that have been prepared. Then, the

game starts with each player rolling the dice and the one who gets the biggest number becomes the first person to move the token. As for the rules of the game, each player who stops at the snake will lower his token to a lower number and take a question paper related to grammar and answer it. the first player to finish will be the winner.

C. Relevant Previous Studies

Several studies are relevant to this research which guide the researchers in conducting this research. One of them is research from a journal entitled "Enhancing Grammar Using Board Game" written by Tengku Nazatul Shima Tengku Parisa, Rahmah Lob Yussof, Published by Elsevier, published in 2012. The purpose of this research is to explore the benefits of using board games for teaching grammar. In this study, the researcher stated that there are still many students who think learning grammar is scary, complicated, and boring. Therefore, researchers are trying to find out whether board games can be effective in overcoming problems that arise in learning grammar. From the results of the study, it was found

that it was proven that there were differences in scores when grammar was taught using the papa game. scores go up when grammar is taught using board games.

In addition, games are also used in a research journal entitled " Pengaruh Game Based Learning Terhadap Minat dan Hasil Belajar Pada Mata Pelajaran Ekonomi Siswa Kelas XI IPS " written by Firosa Nur 'Aini, , which was published in 2018. The purpose of this study was to determine the effect of game-based learning on student interest and to determine the effect of game-based learning on student learning outcomes. This research was conducted at Madrasah Aliyah Negeri 1 Gresik which has the complete address at Jalan Raya Bungah No. 46 Bungah, Gresik Regency, East Java. The results of this study indicate that game-based learning affects interest in learning. The results of the t-test of students' learning interest show a significant value of $0.000 > 0.05$. With an average value of interest in learning in the experimental class 63.2% and 60% in the control class. So it can be concluded that game-based learning affects students' learning interest. And

game based learning has an effect on learning outcomes. The t-test results show a significant value of $0.000 > 0.05$. The average value of learning outcomes in the experimental class is 81% and in the control class is 69%. So it can be concluded that game-based learning affects student learning outcomes.

Another study, conducted at SD 124 Kota Agung Bengkulu Utara, aims to gauge fourth-grade students' enthusiasm for learning science by comparing their levels of interest with and without the usage of interactive animation learning materials. This kind of study uses a quantitative, quasi-experimental methodology. In this study, there were two groups: a control group made up of 23 students from class IVA, and an experimental group made up of 23 students from class IVB. Techniques for gathering data include observation, surveys, and documentation. The findings indicated that class IV SD Negeri 124 Kota Agung Bengkulu Utara students' motivation in studying science was influenced by animated interactive media.

Previously, a study was also carried out using snakes and ladders media, this study entitled “THE EFFECT OF SNAKE AND LADDER GAME ON STUDENT LEARNING OUTCOMES IN STUDYING OF ISLAMIC HISTORY “FATHU MECCA” AT THE ELEMENTARY SCHOOL MUHAMMADIYAH, NORTH SUMATERA, INDONESIA” This study examines the effect of the snake and ladder game on Islamic history Fathu Mecca learning outcomes based on observations at the SD (Elementary School) Muhammadiyah in Indonesia. Students have been shown to acquire standard competency through the study of Islamic history. This course is very important to build a strong Muslim identity, especially in Islamic School Muhammadiyah. Meanwhile, the snake and ladder game has been used by several educators in the teaching and learning process. This game positively influences students’ learning outcomes. This research was a quantitative study conducted on 60 fifth grade students divided into experiment and control classes. Furthermore, the data were collected using observation, interview, and t-test hypotheses.

The results showed that the snake and ladder game positively affects students' learning outcomes in studying Islamic history. Based on the result, this game provides opportunities for students to explore, identify, practice, and understand concepts.

Here my research is different from previous research, namely from the results of observations the researcher found that some students at SMAN 10 Bengkulu City had a lack of interest in studying grammar. This happened because the students thought that learning grammar was difficult and boring because the learning process was less innovative and students had little knowledge about grammar. then the researcher chose the snakes and ladders game as a learning medium to be examined by the researcher wanting to find out whether the snakes and ladders game has an effect on students' interest in learning grammar so that this research is different from previous studies.

D. Thinking Framework

