

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching Media

Teaching media can be used to convey students' messages, attention, interests, thoughts, and feelings in learning activities to achieve a learning goal. This teaching medium is an important component of the learning process. When determining the type of media, teachers must be able to provide understanding to students so that they participate in effective learning. Teachers must determine the media used to communicate messages, increase understanding, and acquire various abilities. When implementing CLT, teachers will consider classroom realities and be guided by contextual factors (Roy, 2016). A teacher must also learn how to use learning media to create a conducive class where students can understand the material presented.

This teaching media helps teachers convey material. This makes classroom learning more interesting for young learners. The use of teaching media will help students acquire four skills in English. For example, using videos will help students in the process of *speaking English* with the use of appropriate teaching media. Kurniawan (2016) conducted a study on *speaking* activities using audio-visual media for class X students. The results show that students have excellent speaking skills. Teaching media are all physical devices used to convey messages. The use of teaching media itself can attract students' interest in learning and encourage them to participate more actively in class. Create clear learning materials so that students can understand them.

According to Aini (2013), the problems faced are not only in the use of learning media but also in selecting media. This teaching medium can help students acquire new vocabulary from the many picture cards with various topics turned into a game. This will make students feel less bored when studying in class. Having a supply of vocabulary in the classroom will also help students add new vocabulary when they have free time. Therefore, every teacher must have teaching media as a component in teaching and learning activities consisting of teaching tools and subject materials.

2.2 Teaching English

Teaching means determining someone's way of thinking about issues and subjects. In Indonesia, this is one of the teaching curricula for learning English for young people (Nurasiah, 2017; Ratminingsih et al., 2018). Some schools do not require taking English subjects, but in some other schools, they still apply English lessons because they are important in finding work. Parents also demand that their children be taught English from an early age. Teaching English to young people is still controversial among teachers and parents, where parents pay attention to their children's interaction and communication (Arifin, 2020; Shen & Chiu, 2019). Teaching English in Indonesia itself forces students to follow the applicable rules. Some teachers also cannot teach young people because they contain material that is inappropriate and out of control.

Teaching English in Indonesia is problematic, with a lack of student motivation, bad attitudes toward classroom learning, and teachers who do not meet the requirements (Gultom, 2015; Sarihuddin, 2013). According to Jon et al.'s (2021)

analysis of the explanation of English teaching in Indonesia, several problems result from the difficulty of learning English.

2.3 Vocabulary Acquisition

Vocabulary acquisition refers to the process of learning individual words that have an understanding of orthographic, semantic, and phonetic features. In this process, word forms, meanings, and relationships with other words are acquired. To acquire vocabulary effectively, it is essential to adopt a gradual approach, as it does not achieve immediate mastery in all aspects simultaneously. This study demonstrates that vocabulary acquisition is a gradual and ongoing process. Vocabulary teaching focuses on vocabulary breadth (the number of words learned) at the depth of understanding and includes how words relate to each other and how they are used in various contexts. Learning methods significantly increase vocabulary use among language learners. According to Schmitt, 2020 study combines many activities that encourage active engagement with vocabulary and meaningful repetition to ensure that learners use the vocabulary they acquire effectively in communicating in real life. This is in line with the understanding that vocabulary acquisition is not just memorizing but involves dynamic interaction with language that allows learners to express themselves confidently.

English is the language most often used for communication. Therefore, the demand for learning English has increased, making everyone aware that learning English is necessary to become a global citizen. One way to master English is by learning the vocabulary. From this vocabulary, you can understand communication in

English. Mastering this vocabulary is very important for every individual so they do not find it challenging to communicate in English. Pustaka (2019) mention that teachers must provide English lessons with the necessary vocabulary. Students always learn new vocabulary to help them express their opinions. Mastering this vocabulary will increase a person's self-confidence. Therefore, learning vocabulary is very important for young children.

Vocabulary is a collection of words used to communicate with others, express opinions, and express feelings. Vocabulary in learning is an important linguistic aspect, so students can use language efficiently. Students' vocabulary is always used to determine their ability to use English. According to Megawati (2017), the key to language mastery comes from vocabulary. Learning vocabulary must be followed by its meaning. When learning English fluently, it means mastering vocabulary. Mastering vocabulary is the ability to accept many new words and understand their meaning. This is necessary to avoid errors in understanding spoken or written texts. Megawati also mentioned that the media also supports communication activities to convey messages to communicants. Learning media is also considered an intermediary in the learning process. Nowadays, many media can be used to improve students' English skills. One example is word games, which will be applied to the learning of elementary school children. Through this game, students will not feel bored and fed up when studying. This is where the teacher's role is needed so that students can use the methods to communicate confidently.

Elementary school children have different characteristics in that they prefer to use learning media such as videos, games, physical activities, and songs (Biesaga, 2017). This vocabulary needs to be taught to elementary school students from the start. This vocabulary cannot be separated directly from English skills such as listening, writing, reading, and speaking. This learning is caused by students' lack of vocabulary mastery and confidence in speaking, reading, writing, and listening (Wahyuningsih & Afandi, 2020). We start teaching them new vocabulary closely related to the surrounding environment while providing examples. For this reason, this research suggests introducing vocabulary to elementary school children so that they are not surprised when they receive lessons from middle school and high school.

2.4 Game-Based Learning

In education, games can be used to convey learning content. Researchers very often use GBL to see the development of the learning process using game-based learning. This game-based learning is a very modern and innovative learning approach. The process of designing a game is intended to include learning material. This game-based learning has proven to be more effective than traditional learning in increasing motivation, knowledge, and encouraging critical thinking (Gutiérrez-Puertas et al., 2020). This GBL makes students a little more relaxed, enthusiastic, and happy, and they do not feel bored, and the material presented will be better (Cojocariu & Boghian, 2014).

GBL is one of the methods currently being developed. This method can be applied to elementary school children and allows active student participation,

increasing learning motivation (Sutarman et al., 2022). Learning while playing games can improve brain abilities, including cognitive intelligence, or the ability to think logically and solve problems. Developing educational games for elementary school children is crucial because this age is suitable for alternative learning media that can attract students' attention and interest in learning.

GBL can involve students in studying topics that are considered uninteresting. The right combination and strategy of different approaches, materials, and learning activities will create the best solution for GBL in various situations and needs (Jabbar & Felicia, 2016). Preparation for GBL depends on the teacher's perception and ability to utilize their skills and experience. The motivation obtained by students to complete games and challenges will meaningfully increase classroom activities. The most important thing is that connecting the game's objectives with the material to be presented is important in this game-based learning activity.

2.5 Benefits of GBL

The learning process that utilizes game applications is called GBL. This formation aims to create a fun and different learning atmosphere without eliminating the subjects to be studied. This application can provide elementary school children a fun learning and playing experience. Moreover, this method can make it easier for children to understand the material and add new vocabulary in English lessons. This ability can be applied to communicate with strangers in everyday life. This is the goal of GBL (Pratama & Setyaningrum, 2018). According to Marchis & Tunde (2020), GBL differs from traditional teaching. According to Fajarina (2017), using games in the

classroom can encourage students to engage with each other. Students will also be enthusiastic about playing this game because it will be fun during the learning process. Student achievement can develop and increase due to using GBL in the classroom (Ghazy et al., 2021).

Using game-based learning will have a positive impact on students regarding learning a foreign language (Medina & Ferrer, 2022). Most students, especially elementary school children, say GBL is more interesting (Jamathuddin & Kan, 2021). Using game-based methods is very important, especially as it can help teachers and students learn in the classroom, especially in English. Another positive impact is that students become more enthusiastic when studying in class, and the learning atmosphere is comfortable and enjoyable. Apart from that, students' interest in learning is also high, which makes it easier for them to understand the material that will be presented.

GBL helps students learn in class because it increases motivation and learning efficiency. Using educational games in learning can develop positive attitudes in students because of the connection between elementary school students and new things (Arifin, 2021; Hendrawan & Marlina, 2022). In English lessons, games can attract students' attention and interest.

2.6 Teacher Role

Some teachers say that games require quite a lot of time for the learning process. This is because it is academic, and there are differences in the development of each student. The learning stages related to the game should be handled and processed in detail, along with the necessary steps taken to solve the problem. Teachers provide

suggestions for designing games that can improve students' abilities in elementary schools. These activities should be provided in different curricula and textbooks. The development of this learning model pays great attention to various factors, especially in using software, school culture, and pedagogical issues (Ketelhult & Schifter, 2011). From several studies, it appears that interest in GBL for basic education is increasing. Therefore, as a prospective teacher, it is better to help other teachers use this new pedagogy.

A teacher must know whether the learning process meets the objectives or not. Teachers also need learning evaluations that will be used to measure and assess student learning outcomes. Teachers will see students communicating through student behavior every day. This communicative character is obtained through the learning process in the classroom and outside the classroom in all subjects. The formation of this character is very important; it can start with noble character, good manners, responsibility, and self-confidence. Teachers can provide good examples for students to emulate. The teacher will give directions before students have group discussions. Every week, the teacher will change the students' sitting positions so that they feel a different atmosphere and are not stuck on one side. Teachers conduct discussions outside the classroom to help students increase collaboration and create a different learning atmosphere. As a teacher, in carrying out learning activities, you need to be prepared so that the learning can be successful. This is related to the teacher's function, namely educating, teaching, guiding, directing, etc. (Rahayu, Christian, & Asri, 2019; Yefrina & Miaz, 2019).

A teacher must set a good example for his students, provide advice or warnings, and interact with the school community in the polite language (Cicilia & Nursalim, 2019; Maunah, 2015). The teacher will give students time to read the text to add new vocabulary. Therefore, when the teacher asks questions, students will respond actively. Teachers plan varied learning models so that students do not feel bored (Carlucy, Suadnyana, & Negara, 2018; Wulandari, Sudatha, & Simamora, 2020). Teachers possess four competencies that are essential during the learning process, namely: pedagogical competencies, management, learning, and evaluation.

