

CHAPTER 2

LITERATURE REVIEW

2.1 Game-Based Learning

Games-Based Learning (GBL) is a teaching-learning strategy that combines learning material with an interesting learning activity. It is a strategy that has been specifically designed to assist students, particularly in language learning. Wright et.al. (2005) explained that games are used to assist students by providing an entertaining learning way while keeping their interest and attention in a lesson. Furthermore, Liu, Fei, et al. (2021) stated that GBL provides an activity of meaningful communication where students communicate before, during, and after the game. In short, GBL is a strategy that has been designed to support students' learning process which provides enjoyable learning activity.

GBL is one of the most required teaching strategies by teachers in the field of education. As White and McCoy (2019) stated that GBL is aligned with educational purposes because it provides the opportunity to learn toward a goal while having appropriate learning activities for students. Furthermore, Hazar (2020) stated that a game is an effective approach to enhance students' engagement in the learning process. Instead of focusing on the teacher's activity, GBL emphasizes more to the process of students' activity in achieving learning objectives. As Ramli, Maat, & Khalid (2022) stated that GBL promotes a student-centered learning process while encouraging students to seek knowledge, develop skills, and cultivate positive values. In brief, GBL is designed for educational purposes, which has been suited to the needs of YLs in the learning

process.

In the field of education, GBL is a teaching strategy that provides an interesting learning atmosphere in the classroom. Furthermore, this strategy has been suited to the characteristics and needs of students in the learning process. As a suitable teaching strategy, it mainly focuses on student-centered learning, where the students participate more actively in the learning process. Through GBL, students discover new things, acquire new abilities, and cultivate wholesome values in the learning process.

2.2 EFL Teachers' Perceptions toward GBL Strategy

Perceptions are a cognitive process to interpret and understand their environment. Furthermore, perceptions are defined as the way individuals organize and interpret their sensory impressions in an attempt to make sense of their surrounding environments. In defining the perceptions of EFL Teachers, Kotler (2000) stated that EFL teachers' perceptions are the process of selecting, organizing, and interpreting an information input to create a meaningful actual conception. This understanding explains the perceptions of the EFL teachers are valuable as a source of reference for practitioners in the educational field to develop the practice of teaching a foreign language.

The ability of EFL teachers in providing a learning medium has a significant impact on their teaching activities. Therefore, the implementation of the GBL strategy in the classroom is an effort to achieve the best quality of the teaching process. As reported by Popescu et al. (2011) that excellent teachers are expected to be adept at integrating games to create meaningful learning experiences in their

classrooms. Furthermore, a teaching strategy must be suitable to students' needs and adaptable to the situation of the classroom environment.

GBL is considered the most applied strategy by EFL teachers, because of the versatility of the GBL function in teaching. The perceptions of EFL teachers toward the GBL strategy are observed to discover the experiences and challenges that teachers encountered in the teaching-learning process. As a result, EFL teachers' perceptions toward the GBL strategy can be used as a model for practitioners or other teachers. Utilizing the GBL strategy in the classroom has many benefits for EFL teachers. One of the benefits of this strategy is that students are motivated to learn the language while playing the game. In addition, it motivated and attracted students to participate more actively in learning activities. As a result, it encourages their willingness to learn a language by stimulating students' motivation and interest in classroom activities.

2.3 Teaching vocabulary by utilizing GBL to YLs

A teacher has an important role to facilitate the students in the learning process, and they should be aware of the diversity in the classroom, such as the student's social, economic, and cultural backgrounds. As excellent teachers, they must be aware of the differences among all of their students because recognizing these differences helps teachers in selecting the appropriate activities in the teaching processes (Bakhsh, 2016). Therefore, using games makes teachers understand the characteristics of their students based on their needs. Learning by using fun games will give a positive impact on the learning process and students will be involved in the game (Gozcu, 2016). In this case, teachers can facilitate YLs to learn vocabulary

lessons effectively. In teaching vocabulary to YLs, the teachers encourage young learners to develop their language skills through the experience of working together on a specific task.

GBL is an effective teaching strategy implemented by the teacher to build YLs' collaborative learning in achieving a learning goal. As Bakhsh (2016) explained that a trained teacher is required to implement GBL in teaching vocabulary so that young learners are engaged to participate actively in playing a game while mastering the material successfully. Moreover, this strategy offers problem-solving opportunities by encouraging creativity and the ability of the teacher to attract students in learning vocabulary (Tebeweka, 2021). In addition, GBL is a highly effective strategy, because it provides a fun and relaxing situation in learning vocabulary for young learners. As Deesri (2002) stated, the activities of GBL contain rules, a goal, and an element of fun. In this case, GBL is an effective teaching strategy for EFL teachers in teaching vocabulary. Besides attracting YLs' motivation and interest, it also builds fun collaborative learning.

The use of GBL can help teachers and students to achieve a better quality teaching-learning process. As Brown (2000) explained, students' learning is accelerated when they are supportively involved in games activities which include exposure, participation and create an enjoyable environment to learn. For teachers, GBL can be used as a tool that makes it easier for them to provide material that is suitable for the students and provides interesting learning ways that can be easily accepted by students in the learning activity. The GBL strategy is suitable with the characteristics of YLs because it is a fun and attractive learning activity.

Although there are a large number of games for teaching-learning process, the participants attempt to use GBL for teaching English to YLs in four games; are Flash Cards, Hangman, Tic Tac Two and Guessing Games. These games are chosen based on many users in teaching English to YLs, and it's appropriate for the materials that would teach.