CHAPTER II

LITERATURE REVIEW

In this chapter, the literature and related studies are provided to gain more information on the topic being studied.

2.1 Media in EFL

2.1.1 Definition of Media

According to Preeti (2014), media is one of the essential things in the world since the media has been used in every parts of society, such as to give information, teach and learn, and fascinate people. In the language education field, one of the most common resources for language teachers is media, which has been used for helping students to practice foreign language effectively. With the media, teachers and students can make teaching and learning more manageable. Teachers are assisted in delivering material and students are helped to understand the material more easily (Hikmah, 2019).

The use of the media in teaching and learning process for language is valuable resource for teachers and students obtaining information regarding the language that has been taught and learned. Media can also provide critical insight into language classes which is an excellent possibility to enhance linguistic and communicative competence of students. Through media, students can learn by practice directly and obtain essential information about the beliefs, culture, and society of the country in that the language is studied and can be a language learning resource (Oroujlou, 2012).

The significance of media in education plays a critical role. Teachers play an essential role in choosing what media to use in learning. Teachers must select media that can make the learning process more fun, motivate students, and help students achieve the purpose of learning. Therefore, the media are unavoidable in the process of language acquisition. and should be appropriately implemented (Nguyen, 2021).

2.1.2 Learning Media

Learning media is a support tool for clarifying the statement of data and information to assist and enhance the learning process and outcome. The utilization of learning media can indeed help students overcome sensory, scope, and time constraints. This is also applicable to English classes in which the use of media can encourage students to engage in more learning activities in English learning (Afsyah, 2019). Since English is one of the foreign languages in Indonesia, teachers should facilitate the media for students to learn English better. Learning media can support learners in enhancing their learning activities, increase their enthusiasm for receiving the learning material, and lessen the students' difficulties in learning English as a foreign language (Dhamayanti, 2021).

Learning media should be able to provide and deliver materials for students to achieve learning objectives. The suitable learning media is defined as the media that can effectively deliver the learning materials. (Marpanaji et

al., 2018). The materials that are usually used in language learning as instructional, learners' experiences, and exploration can help students develop their language learning, especially in English language learning. In developing material, the available materials have to analyze first to decide the materials for specific situations of the students. After that, the materials have to evaluate to select the appropriate materials that will be used. The last is that the materials must be adapted to the different situations of learners since learning materials must impact the students' interests (Nikoopur & Farsani, 2011).

According to Tomlinson (2011), learning materials need to have an impact on students by achieving the following:

a) Novelty (e.g., the newest presentation or task in learning)

b) Variety (e.g., introducing an unexpected activity to break up the repetition of a system habit; utilizing a variety of text types derived from a variety of sources)

c) Attractive presentation (e.g., incorporation attractive shades; using a lot of white area; reliance pictures)

d) Appealing content (e.g., topics of preference to the intended audience; topics that enable them to discover things different; engaging stories; general themes; native sources)

e) Achievable challenge (e.g., activities requiring students to engage)

Thus, learning media that can deliver learning materials would be critical to the learning activity. It can also make students more interested in learning. They can be more motivated to learn English in class (Ediyani et al., 2020).

According to Arsyad (2007), the following are some of the obvious benefits of using learning media in the process of learning:

a. Learning media can assist in explaining how messages and information are presented, providing and encouraging personal processes and outcomes.
b. Learning media can direct and increase students' attention, resulting in improved students' motivation, more direct collaborative learning and their environment, and students' capability to learn autonomously based on their strengths and preferences.
c. Learning media can conquer sensory, spatial, and temporal limitations.
d. Learning media, such as field trips, helps in providing students with a communal experience of occasions in their situation as well as actual interaction with teachers, the society, and the environment.

2.1.3 Types of Learning Media

Smaldino., et al. (in Marpanaji., et al., 2018) divided learning media into six types:

a) Text, text-based media is the most commonly used type of learning media. This kind of text media is applied to communicate educational information through the use of books, posters, whiteboards, and computer monitors, and other similar devices.

b) Audio includes anything audible, such as Speech production conversations, music, mechanical engine sounds, and many other sounds.

c) Visual, diagrams on an advert, images hung on walls (e.g., wall charts), pictures drawn on a chalkboard with chalk or markers, visuals in a learning book, images of things, and others are examples of visual learning media.

d) Motion, is a form of motion-based learning media such as videotape, cinema, and visual effect.

e) Real objects or models are three-dimensional learning media that students can touch and hold.

f) People, can be humans, as teachers, students, or professionals in their domain, are the final type of media. Students can learn from their teachers, peers, or field experts.

Based on the types of learning media above, the researcher focused on real objects or models. It is because the product that had been designed by the researcher is a three-dimensional thing which is a board game.

2.2 Grammar in EFL

2.2.1 Definition of Grammar

Grammatical knowledge is the understanding of the guidelines that govern syntactically appropriate language. Its focal point is the sentence. In traditional approaches to language teaching, it was conventionally considered to be a separate aspect of language ability and evaluated by separate point tests that measured mastery of various grammatical components. Grammar is a complicated component that includes some aspects such as tenses, sentence structure, subjects, verbs, phrases, and clauses. It is a combination of some words that structurally make a good sentence (Richards & Reppen, 2014).

Grammar can help people communicate easily without misunderstanding (Ekaningsih, 2017). It can be said that grammar is an essential part of English. Some students also think grammar is one of the difficult parts for students in learning English. Therefore, their interest and motivation in learning English are getting lower. Grammar knowledge obtains the most influence on the way teachers teach. The grammar teaching process represents teacher and student positions in the classroom, as well as, teacher beliefs, the materials, the methods, and the evolution of teaching grammar.

When teaching grammar, most teachers emphasize on the importance of grammar in communication and the meaning of language to obtain the benefit from learning grammar. Teachers also focus on the teaching syllabus and curriculum as guidelines during the teaching process (Deng & Lin, 2016).

One topic of grammars for the eleventh-grade students is passive and active voice. In the eleventh-grade, the text used in learning passive and active voice is report text. Passive voice is a component of the report text's language features. and is usually taught in more detail because it has a moderate level of difficulty for students (Saputro, 2017). The passive and active voice was taught commonly in the oral method. Teachers play a critical role in the class by explaining the material to the students. Meanwhile, the students only listen and make a note of the material, and students are passive participants in the process of teaching and learning. (Khairani, 2021).

2.2.2 Passive and Active Voice

2.2.2.1 Definition of Passive and Active Voice

Passive and active are formed by placing the verb into the same tenses as the active verb and attaching the past participle of the active verb. The active voice is a sentence model in which the subject takes action, whereas the passive voice is a sentence model in which the object sentence directs the subject to do the action (Batubara & Mahardhika, 2020).

Passive voice is made from active voice. It is a substitute for the formula of active voice which is subject, verb, object exchange into object, to be, verb 3, preposition by, and object pronoun. The active voices are grammatical constructs that influence how meaning is delivered in written and spoken communication. When the subject or the doers are unimportant, passive voice is used, and the subjects or the doers may be dropped from sentences (Manurung et al., 2020).

2.2.2.3 Features of Passive and Active Voice

According to Adriyani (2019), the active voice is the source of the passive voice. When constructing the passive voice, it means changing the active voice. Both passive and active voice have their features. Adriyani (2019) stated that passive voice has features as follows:

1) Subject does not refer to the person or object directly or indirectly responsible for the activity.
2) The subject is formed of the direct or indirect object in the active voice.
3) Passive voice uses past participle.
4) The pattern of the passive voice is Subject (change become object) + to be + Past Participle

According to Lubis et al. (2019), meanwhile for active voice, it has some characteristics as follows:

1) Subject as the doer of the action.
2) Many active voice sentences are transitive sentences.
3) Having an object in the sentence and it is most affected by the action.
4) The pattern of active voice is Subject + Verb + Object

2.3 Gamification

2.3.1 Definition of Gamification

Gamification is a method that uses game design aspects to improve students' motivation and interest in learning. Gamification also combines various teaching or learning methods that are done together or in groups to complete difficult tasks. In education, gamification commonly focuses on improving students' interest in learning, increasing competitive spirit in students, and motivating students by giving points, badges, and levels to keep enthusiasm of students for participating in the process of teaching and learning (Çeker & Özdamli, 2017).

Educational gamification can shape students' characters by using rules in the game, the player's experiences, and cultural roles. Furthermore, gamification can give a sense of joy when solving the problem in the game and make the students try to apply it to the real problem in the classroom. Thus,

gamification has the potential to encourage students to study more effectively and to think it matters more about their education. (Lee & Hammer, 2011).

Ibrahim (2017) stated that using games in language teaching-learning can help students feel more confident, and teachers can make the classroom atmosphere more pleasant by giving students both challenges and entertainment. The important thing in learning using gamification is that the game structure should be related to the learning content. Students are also involved in the process of teaching and learning. In addition, students can indeed create learning conditions that provide understanding to the students by solving the problem immediately (Surendeleg et al., 2014).

2.3.2 Board Game

The board game is a healthy game which helps players gain a better understanding of something or improve their logical skills. In addition, board games force players to communicate with one another, increasing their bonding and communication skills (Christopher et al., 2021). Moreover, by learning with board game students can be more enthusiastic and fun and increase their motivation in learning. In line with the study conducted by Purwatiani (2020), Grammar Board Game can be utilized as an alternate and acceptable medium for learning English Grammar, especially learning simple future tense. It has been successful in retaining kids' attention by producing a product that has a package of board game and dice.

The board game has become one of the most widely played games around the world, and many students are familiar with it. The game is familiar and simple to play for students. Board games can be played by children, adults, and students in groups of several people or groups by using a square board with ready-made boxes (Dewi, 2021).

Board games provide numerous benefits to both the teacher and the students. Board games benefit lecturers by assisting them in engaging students as well as triggering more positive recent attempts, increasing students' enthusiasm since they differ from normal class activities, and increasing students' enthusiasm in subjects that they would not normally find appealing. Some of the strengths of board games for students include the fact they offer rich learning possibilities and enhance their learning methods, relate to actual situations, stimulate the use of teaching aids and ensure new material, and boost their enthusiasm because they recognize them as entertaining and exciting, help them to be more creative, tap into the emotional side, and so on (Annisa & Rafika, 2020).

According to Carly (2010) (in Annisa & Rafika, 2020), the advantages of playing board games include:

a) Incorporating actual relevance into the school context and encouraging students to use English flexibly, meaningfully, and communicatively.

b) Including friendly competition to retain students' desire to learn the language.
c) Making it easier for students to learn and remember new words.
d) Inspiring and challenging.
e) It takes a lot of effort to learn a language.
f) Encouraging students to interact and communicate with one another.
g) Establishing a meaningful context for language use

2.3.3 PAV Board

2.3.3.1 Definition of PAV Board

PAV Board is an acronym for Passive and Active Voice Board. It is a board game that the researcher had designed as a medium to support and deepen the understanding of eleventh-grade students in learning passive and active voice, especially in changing active voice into passive voice. According to Ukhrowiyyah et al. (2020), students require a variety of media to learn the grammatical structure of the passive voice. Thus, the researcher was interested in creating this learning media.

2.3.3.2 The Activity of the PAV Board

PAV Board is a board game that is used as a medium to support eleventh-grade students learning passive and active voice. The main activity of this board game is changing active voice into passive voice. The activity of the

product has to be supported by the instructional design. According to Branch (2009), instructional design has an instructional strategy that arranges and sequences the learning activities. Learning activities are concerted effort to organize a series of life circumstances to aid a student's perception, development, and representation of skills and competencies. The occasions of an instructional strategy will differ depending on the context, resources, and needs of the students.

According to Branch (2009), a comprehensive instructional strategy should include a beginning, middle, and end of activities like the following:

1) Beginning Activities

   The activity will be started with the motivational task of obtaining students' attention. Then the teacher will give information about the learning objective of the material. For this research, the learning objective is about changing active voice into passive voice.

2) Middle Activities

   During middle activities, the student, teacher, media, and topic interact the most. The main activity is using PAV Board as media in the form of a game in changing active voice into passive voice. In addition, students are also challenged to identify the cards according to the categories appropriately. The game will be played in a group of students.

3) Ending Activities

For ending activities, the teacher can assist the students in connecting all the activities by asking the students to review the material again. For instance, the teacher could question the students the formula in both passive and active voice to remember the material.

2.4 Students' Need Analysis

2.4.1 Definition of Need Analysis

Need analysis is an essential step in developing a foreign language curriculum. The data gathered during the needs assessment process can be used as standards to evaluate and reconsider the current curriculum. It also provides the educator with information about what the student brings at the start of the course. Students will be more motivated to study if educator seeks out their specific needs and wants. Need analysis helps support educational organizations and educators in developing teaching materials, deciding appropriate teaching methods, and conducting reasonable evaluations (Juan, 2013)

Students learn English not only because they want to but also because they have to take this course. As a result, stakeholders and English teachers must find ways to make this course more relevant and beneficial for students. The need of the students is performed to determine what is required. Needs

analysis can be conducted at any point during the language program. It can be done at the start of the course to give the teacher some information that students know about the material that will be taught. It also can be done during the course that can give the teacher a brief overview of what students have achieved to recognize what student desire and needs in the future course (Krismayani et al., 2020).

2.4.2 Classification of Need Analysis

2.4.2.1 Target Needs

The target needs are the objectives that learners must accomplish in the target situation. Target needs are identified as what students require to learn materials. Target needs are further divided into wants, lacks, and necessities. For the necessities, the target situation has requirements that are determined by the students' needs in which students have to master the language to achieve optimal results. Necessities have functioned as the students' consideration of what they have to know about the materials in order to be successful in learning the language. (Alqunayeer & Zamir, 2016).

Besides the necessities, what the students already know should be recognized to find the lacks of the students. The lacks of students are obtained from a comparison of the target and existing competency. From knowing the gap between the necessities and what students already know, it can be decided

how much or what have to extent for instruction should be provided for the students.

Target needs also focus on enabling students to express their expectations regarding the requirements of their target situation. Students need to communicate what they expect and what they want in learning the materials, it is referred to as wants. In teaching and learning, students must have their concepts and preference for their learning style. It is essential to be recognized as the consideration to give the materials for the student (Juan, 2013).

2.4.2.2 Learning Needs

Learning needs are the list personal details of the students. The information that is put in learning needs are sociocultural background, learning background, age, gender, English knowledge background, perception toward English, the heritage of English speaking countries, and the appropriate or inefficient teaching and learning methods (Alqunayeer & Zamir, 2016).

Learning needs are not focused on upon students know but focused on learning. As a result, learning needs should be taken into a consideration when creating course design. It also needs to be adjustable based on the students' motivation, the learning situation, and students' previous knowledge and experience skills (Juan, 2013).