

CHAPTER II

LITERATURE REVIEW

A. Grammar Skill

1. Definition of Grammar Skill

Grammar skill is the ability to understand and correctly apply grammar rules in both written and spoken communication. This skill includes the ability to select and arrange grammatical structures in accordance with the prevailing language norms. Additionally, grammar skill involves the application of these rules in communication contexts, both orally and in writing, resulting in clear and well-structured speech and texts. Kornieieva (2024) explains that grammar skill focuses on mastering the grammar rules that underlie effective speaking and writing abilities.

Furthermore, grammar skill is also a reproductive skill aimed at helping individuals produce accurate language. This skill is important in constructing sentences that adhere to proper grammatical structure. In this regard, grammar skill plays a role in guiding word choice and sentence construction that aligns with the communication context at hand. Magbanua (2024) states that this ability is crucial in developing effective reading, writing, listening, and speaking skills, thus playing a significant role in language learning.

In the context of teaching English as a second language, grammar skill has a significant impact on students' ability to communicate. Enriquez et al. (2024) emphasize that grammar skill supports the development of critical thinking abilities needed to use the second language correctly. The ability to analyze and apply grammar rules not only facilitates clear communication but also helps students develop the ability to understand and evaluate texts in depth. Therefore, grammar skill not only serves to enhance language proficiency but also plays a role in the development of broader cognitive skills.

On the other hand, mastering grammar skill serves as a crucial foundation for improving other skills, such as vocabulary, pronunciation, and intonation. Grammar skill provides a strong base for students to effectively master other aspects of language. This, in turn, supports better communication processes, both in academic and social situations. With a good command of grammar skill, students will be more confident in communicating and producing well-structured texts or speech, in accordance with the prevailing language norms.

Overall, grammar skill plays a crucial role in language learning and the development of communication skills in general. By mastering grammar, students can improve their speaking and writing skills, as well as enhance the critical

thinking abilities needed to understand texts more deeply. Therefore, it is important to give special attention to the development of grammar skill in every language curriculum, whether for first or second language learners, so they can communicate more effectively and accurately (Kornieieva, 2024; Magbanua, 2024; Enriquez et al., 2024).

2. *The Importance of Grammar Skill in Language Learning*

Grammar skill plays a very important role in language learning, especially in facilitating clear and accurate communication. Grammar is not just a set of rules or structures, but also serves as a framework that supports the efficiency of communication in both oral and written contexts. As explained by Ghafar & Sawalmeh (2024), grammar skills enable individuals to convey messages effectively, avoiding errors that could lead to confusion or misunderstanding. Therefore, a deep understanding of grammar skill becomes an essential aspect of language learning, both for beginners and for second language learners.

In the context of English language learning, especially when students are dealing with technical or academic documentation, the accuracy of grammar becomes crucial. Nikolaeva & Masiutin (2024) state that small errors in grammar usage, such as sentence structure mistakes or incorrect word choices, can lead to misunderstandings or

even more significant errors in technical contexts. This can negatively impact the quality of communication in academic tasks or professional work. Therefore, mastering grammar skills will enhance the clarity and efficiency of communication, as well as support better collaboration between individuals in both academic and professional settings.

Grammar skill also plays an important role in enhancing students' ability to analyze complex texts. Degtiarova et al. (2023) emphasize that mastering grammar provides students with a strong foundation to analyze text structure and understand the deeper meaning of each sentence or paragraph. Without a good understanding of grammar, students may struggle to comprehend more complicated texts, whether in the context of academic literacy or professional literacy. Therefore, grammar skill enables students to read, write, and speak more effectively, as well as develop the critical thinking abilities necessary to understand information presented in various formats.

In addition, a good command of grammar skill also supports the learning of other skills, such as speaking, writing, and listening. With proper grammar, students can construct more well-structured and communicative sentences, and avoid confusion that may arise from incorrect language use. When students master grammar

well, they will be more confident in communicating, both in everyday conversations and in academic contexts. This makes grammar skill a foundation that is not only important in language learning but also in the development of overall communication skills.

Overall, the importance of grammar skill in language learning is clear, both in academic and professional contexts. A good command of grammar helps students avoid mistakes that can lead to confusion and misunderstandings, as well as supports clearer and more efficient communication. Therefore, the development of grammar skill should be a primary focus in language education, so that students can communicate effectively and acquire the skills needed to understand and apply language correctly, especially in an increasingly global and communication-based world.

3. Development of Grammar Skill in English Language Learning

The development of grammar skill is crucial in English language learning, especially for students in non-native speaking countries. In this context, explicit teaching of grammar combined with communicative teaching methods, such as Communicative Language Teaching (CLT), has proven effective in improving students' understanding of grammar rules. Pianpadungporn (2024) explains that this

method enables students to not only grasp to understand grammar rules but also to apply them in real communication situations. Natural exposure in authentic contexts helps enhance communication skills, boost students' confidence, and ensure they can communicate fluently in English.

On the other hand, the development of grammar skill is also highly relevant to the linguodidactic model that focuses on teaching morphology rules and word formation. Kruty et al. (2021) highlight the importance of this approach in teaching grammar skills to preschool children. By using a structured methodology, children not only learn sentence structures but also acquire the skills necessary to speak effectively in English. Speaking activities connected to grammar learning help enrich vocabulary and enhance the understanding of morphology, which in turn improves students' ability to use the language naturally and correctly.

Furthermore, the development of grammar skill should be carried out by utilizing a communicative approach that emphasizes active student involvement in everyday conversations. Tykesova & Rakhymova (2024) demonstrate that grammar skill underpins the four main language skills—reading, writing, speaking, and listening. Therefore, it is important to teach grammar in a real and contextual communication setting. Teaching grammar limited to

formal rules can hinder students' ability to use it practically. On the other hand, teaching grammar in the context of authentic conversations provides students with the opportunity to apply grammar rules in relevant situations, which enhances their understanding and confidence.

In addition to authentic communicative approaches, the development of grammar skill should also consider the integration of grammar teaching with other language skills, such as reading and writing. Through the development of reading skills, students can learn to recognize grammatical patterns in texts, while writing skills provide them with the opportunity to directly practice grammar rules. The combination of these skills supports a deeper understanding of grammar structure and its application in broader contexts. Holistic grammar teaching will enable students to master English comprehensively, enhance their communication abilities, and prepare them to face various language challenges.

Overall, the development of grammar skill in English language learning is a crucial aspect. By using the right approaches, such as CLT, linguodidactic methods, and authentic communicative-based teaching, students can strengthen their understanding of grammar and develop effective communication skills. Grammar teaching that focuses on application in real situations will help students

not only understand grammar rules but also use them confidently when communicating in English.

4. *Challenges in Teaching Grammar Skills to Students*

Teaching grammar skills to students faces various challenges that can hinder the effectiveness of learning. One of the main challenges is the lack of resources, both in terms of teaching materials and facilities that support learning. In many schools, the curriculum still tends to rely on traditional approaches, which do not encourage the use of communicative techniques in grammar instruction. Koca et al. (2024) explain that although many teachers understand the theory behind communicative approaches, their implementation is often constrained by limited facilities and available resources. Therefore, efforts are needed to enhance resource capacity and develop appropriate teaching materials to support a more communicative approach in grammar instruction.

In addition to limited resources, another challenge is the lack of teacher training in applying new approaches to grammar instruction. Although most teachers have a basic understanding of grammar and teaching theories, many struggle to implement them in dynamic classroom situations. As explained by Koca et al. (2024), many teachers remain stuck in traditional methods that focus on memorizing rules rather than encouraging students to apply grammar in

practical ways. Therefore, it is essential to provide ongoing professional training to help teachers become more confident and effective in implementing communicative and interactive approaches to grammar instruction.

Another significant challenge in teaching grammar skills is students' difficulty in connecting theoretical understanding with practical application in language activities, such as writing and speaking. Ismailova (2023) reveals that although students are often able to understand and memorize grammar rules theoretically, they struggle to apply them in real communication contexts. This issue arises from a lack of contextual practice that involves using grammar in realistic situations. Therefore, to enhance students' grammar skills, situational practice is needed to encourage students to communicate using proper grammar in both speaking and writing.

Another challenge in teaching grammar is the dominance of memorization techniques in learning grammar. Many grammar teaching methods still rely on memorizing grammar rules and structures, which tend to limit students' ability to apply this knowledge in actual communication. Rezwana et al. (2022) point out that this approach overlooks the importance of context in grammar learning, which can significantly enhance students' understanding of appropriate and effective language use. Therefore, it is crucial for

teachers to integrate communicative approaches that prioritize understanding and applying grammar rules in practical contexts, rather than relying solely on memorization.

Overall, teaching grammar skills to students faces various challenges that require proper attention and solutions. To address these issues, improvements are needed in resources, teacher training, and a shift toward more communicative and contextual learning approaches. By providing appropriate training for teachers and creating a classroom environment that supports the use of grammar in real communication activities, it is hoped that grammar instruction can become more effective and relevant to students' needs in an increasingly globalized world.

5. Effective Approaches and Strategies for Teaching Grammar

Effective grammar instruction in elementary schools heavily relies on interactive approaches, the use of authentic materials, and scaffolding techniques to support students' understanding. As explained by Eshmurodova (2024), it is essential for educators to create a learning environment that encourages active student participation. Through interactive approaches, students are not merely passive recipients of information but are actively engaged in the learning process through discussions, language games, and project-based

activities. This approach helps enhance students' understanding and skills in using grammar practically and applicatively while strengthening the connection between theory and its application in everyday communication.

The deductive approach, which provides clear and direct instruction on grammar rules, is considered highly effective in teaching grammar to young learners. Cortez and Genisan (2021) explain that while the inductive approach allows students to discover grammar rules on their own, the deductive approach is more efficient in delivering information within a shorter timeframe. In this approach, the teacher presents grammar rules first, followed by examples and exercises to ensure students' understanding. This approach is particularly suitable for students who require more structured and clear explanations, helping them understand and remember grammar rules more easily and accelerating the learning process.

Additionally, effective grammar instruction also involves adopting task-based approaches for controlled activities and incorporating games for young learners. Li (2023) emphasizes the importance of tailoring the approach to students' proficiency levels, using appropriate techniques such as pair work to enhance collaboration, as well as games to create an enjoyable learning atmosphere. The use of games allows students to learn through hands-on experiences,

making them more motivated and active in the learning process. Task-based approaches integrate speaking, writing, and listening activities, enabling students to practice grammar in more contextual and relevant situations.

For advanced students, a context-based approach is highly recommended. At this level, students are able to understand and apply grammar rules more complexly, so grammar instruction should involve the use of more diverse materials related to real-world contexts. By using authentic texts, such as articles, interviews, or videos, students can see how grammar is used in real-life situations, enhancing their understanding of correct grammar usage in everyday communication. This approach also encourages students to develop critical thinking skills in analyzing and applying grammar rules in various contexts.

Overall, effective grammar instruction requires a varied approach tailored to students' proficiency levels. Interactive, deductive, task-based, and context-based approaches offer significant benefits in enhancing students' understanding and skills in using grammar. Teachers need to select strategies that best meet students' needs and create a learning environment that supports active participation. With the right approach, students will be able to master grammar more effectively and applicably, enriching their communication skills in English.

B. Game-Based Learning

1. Definition of Game-Based Learning (GBL)

Game-Based Learning (GBL) is a teaching technique that integrates the educational potential of games, particularly video games and serious games, to enhance students' learning experience and motivation. Prensky (2001) defines GBL as “any marriage of educational content and computer games” (p. 145), emphasizing that it is not merely about playing for entertainment but about using games as pedagogical tools that foster motivation, engagement, and deeper understanding. GBL transforms conventional learning processes by utilizing game elements to stimulate student engagement with the learning material. According to Kaldarova et al. (2023), game-based learning can create a fun and challenging environment where students can learn through more dynamic and engaging interactions. This makes learning more effective by providing a more enjoyable way to learn new concepts and enhancing practical skills that can be applied in real life.

The concept of GBL often involves the use of "serious games," which are defined as interactive computer applications designed with an educational purpose. Xu et al. (2023) describe serious games as tools that combine various assessment mechanisms to help users acquire knowledge, skills, or attitudes relevant to real-life situations. For

example, in the educational context, these games require students to overcome challenges and problems that reflect real-world situations, thereby facilitating practical learning that is not only theory-based but also skills that can be applied in their work and social lives.

GBL also allows for the connection of subject content with game elements, giving students the opportunity to apply their knowledge in fun and challenging scenarios. As explained by Nadeem et al. (2023), games provide challenges that motivate students to put in more effort and achieve their goals. This process creates a strong sense of accomplishment, boosting students' self-esteem after successfully overcoming difficult obstacles or tasks. Additionally, the social interaction elements in games allow students to collaborate and communicate with other players, which can strengthen relationships and a sense of community within the learning environment.

In addition to motivation and achievement aspects, GBL also facilitates the development of social and emotional skills through interactions that occur within the game. For example, students can learn to work in teams, communicate effectively, and solve problems creatively. Therefore, the use of GBL in education is not limited to cognitive aspects, but also includes the development of students' social and emotional abilities. This is crucial in

creating more holistic learning, where students not only acquire knowledge but also the skills needed to adapt and collaborate in their professional and social lives.

Overall, Game-Based Learning (GBL) is an increasingly popular approach in education due to its ability to transform how students learn and interact with learning materials. By combining games with educational goals, GBL creates an enjoyable and effective environment to enhance motivation, engagement, and skill mastery. Therefore, the implementation of GBL in the educational process offers great potential to improve the quality of learning and equip students with relevant and useful skills for their lives.

2. *Elements in Game-Based Learning*

Game-Based Learning (GBL) utilizes various game elements to create an effective and engaging learning experience. Based on Beck et al.'s (2019) review of game applications related to energy, the key elements used in GBL include avatars, three-dimensional (3D) environments, narrative context, feedback, reputation, markets, competition, teams, communication systems, and time pressure. Each of these elements plays a crucial role in enhancing student engagement and motivation, as well as helping them understand and apply learning material in a more interactive and enjoyable way. The use of these

elements creates a more dynamic learning space and connects students with the material in a more tangible way.

There are various opinions regarding the main characteristics of a game. Thornton et al. (1990) argue that fantasy is an important aspect of games, as it creates an imaginary world that motivates players to engage in the activity. Meanwhile, Johnston et al. (1993) highlight dynamic visuals and interaction as key features that make games appealing. These elements provide a sensation of immersive experience, allowing students to learn in an engaging context. Baranauskas et al. (1999) also emphasize that active involvement is the essence of games, requiring players to participate directly in every step of the game, which in turn strengthens their understanding of the learning material.

According to Malone (1981), there are four key elements in games that support the learning process: fantasy, curiosity, challenge, and control. Fantasy creates a game world that does not affect the real world but enhances interest and learning efficiency. Curiosity is maintained through the continuous introduction of new information and unpredictable outcomes. The challenge element is presented with an appropriate and progressive level of difficulty, ensuring that players remain engaged without feeling overwhelmed. Control allows players to make decisions

that have direct consequences, giving them a sense of satisfaction when they successfully overcome challenges, which also supports the achievement of learning goals.

Plass et al. (2015) identify key design elements that support the effectiveness of GBL, including a strong narrative, clear goals and rules, immediate feedback, customized challenges, free exploration, and rewards. A good narrative helps students understand the learning objectives and creates a meaningful context. Immediate feedback provides instant responses to players' actions, allowing them to reflect and correct mistakes right away. Customized challenges maintain students' motivation by adjusting the game's difficulty level according to their abilities. These elements work together to create a more comprehensive learning experience, enhancing student engagement and success in achieving learning goals.

In addition to the key elements mentioned, there are also various other factors that can enrich the experience in GBL, such as points, badges, leaderboards, challenges, storylines, role-playing, and avatars. Waite et al. (2024) note that elements such as rewards, task progression, and scoring systems serve to motivate players and provide them with a sense of achievement. The accompanying feedback system gives players the opportunity to improve their skills through repeated practice. With these elements in place,

GBL not only makes the learning process more engaging but also develops students' social, cognitive, and emotional skills in a fun and collaborative context.

3. The Impact of Game-Based Learning on Language Learning

Game-Based Learning (GBL) has been shown to have a positive impact on language learning, with significant effects on increasing student engagement and performance. A study conducted by Ahmed et al. (2022) revealed that the use of game-based learning tools produced better results compared to traditional teaching methods. Through GBL, students can learn languages, such as English, in a more interactive and enjoyable way, even outside the classroom context. This supports the idea that game-based learning not only enhances language skills in formal settings but also encourages students to continue practicing independently.

In addition, research by Aguilar-Cruz et al. (2023) revealed that GBL plays a crucial role in increasing student engagement in learning. They noted that GBL interventions significantly impacted student performance, particularly in vocabulary learning, by creating a more engaging and enjoyable context. By enhancing engagement through games, students feel more motivated and excited to complete tasks that might not be intrinsically interesting in conventional teaching. This demonstrates that GBL can

create a more meaningful learning experience and have a direct impact on learning outcomes.

Further findings from Dixon et al. (2022) indicate that game designs based on entertainment are more effective compared to those specifically designed for second language (L2) education. While there is some overlap in the effectiveness of both types of games, entertainment-focused games have a greater impact on improving language skills. This suggests that the entertainment elements in games can enhance appeal and increase student motivation to learn a language, as they feel engaged in the game as a whole, not just focused on learning.

In addition, this study shows that GBL not only affects the cognitive aspects of learning but also the affective aspects of students. Through social interaction, engaging challenges, and immediate feedback provided in the game, students can experience an increase in self-confidence and personal achievement. This is crucial in language learning, as high intrinsic motivation can encourage students to be more active in speaking, writing, listening, and reading in the language they are learning. Therefore, GBL provides benefits that are not limited to vocabulary acquisition but also extend to overall communication skills.

Overall, the impact of Game-Based Learning on language learning is highly significant. By increasing student engagement through attractive game designs, GBL creates a more effective and enjoyable learning experience. Research findings show that GBL not only improves academic test scores but also shapes positive attitudes toward language learning, making it more enjoyable and motivating students to learn more, both inside and outside the classroom.

4. The Benefits and Advantages of Game-Based Learning in Grammar Instruction

The implementation of Game-Based Learning (GBL) in grammar instruction, particularly in English and Malay language learning, has been shown to have a significant positive impact on students' grammar skills. Aratea and Pasubillo (2024) emphasize that game-based learning strategies can enhance students' grammar skills in a more engaging and effective way compared to traditional teaching methods. One of the main advantages of GBL is its ability to stimulate students' curiosity, increase their interest, and foster a positive attitude toward learning grammar. When students feel engaged and involved in the learning process, they are more likely to actively participate, leading to better understanding and higher mastery of grammar.

Furthermore, GBL not only enhances student engagement but also builds their confidence in learning grammar. Game-based learning provides students with the opportunity to experiment with grammar rules without the fear of failure, creating a more supportive environment for learning. This approach also transforms classroom dynamics by encouraging more active interaction among students, compared to traditional teaching, which often focuses on the teacher as the central figure of instruction. Awing and Nasri (2023) confirm that the GBL approach clearly demonstrates an improvement in students' academic achievements, motivates them to continue learning, and enables them to master Malay language skills more effectively.

The use of Information and Communication Technology (ICT) in GBL also provides significant benefits. Cabrera-Solano (2022) reveals that online games, such as those used on the Genially platform, can enhance the teaching of grammar and vocabulary. By giving students the opportunity to actively engage in the learning process through games, they can learn grammar in a more contextual and enjoyable way. Game-based learning allows students to activate their prior knowledge while facing new challenges through positive feedback and clear instructions. This process not only strengthens their understanding of the

material but also develops their readiness to tackle learning challenges.

GBL also has the potential to influence students' creative and critical thinking skills. Behnamnia et al. (2020) explain that digital games based on learning provide opportunities for students to think creatively and apply knowledge in real-life situations. This not only enhances their understanding of grammar, but also broadens their ability to solve problems and think analytically. The use of educational digital games in GBL provides students with opportunities for in-depth learning, as well as developing a positive attitude toward a more holistic and meaningful learning process.

Overall, the implementation of Game-Based Learning in grammar teaching offers various benefits that can enhance students' motivation, engagement, and achievement. By utilizing technology and game elements, GBL creates a more interactive, enjoyable, and effective learning experience, which not only develops students' grammar skills but also their critical and creative thinking abilities. This approach shows great potential in improving the overall quality of language learning.

C. Young Learners

1. *Definition of Young Learners (Children as Learners)*

The term "young learners" refers to a group of children in the early stages of development, both physically and cognitively. According to Ellis (2014), young learners are individuals under the age of 18 who require attention to their well-being and protection of children's rights. This definition refers to the United Nations Convention on the Rights of the Child (1990), which sets the age limit for children as individuals under 18 years old. However, in the context of education, the focus is typically on students between the ages of five and ten, who possess unique characteristics related to physical, social, and cognitive development. This period is a crucial time for building the foundation of learning, including literacy and language.

Young learners have a short attention span, a lot of physical energy, and an interest in concrete things. According to Khamraeva (2024), children at this age develop rapidly but have limitations in focus and cognitive endurance. For example, children aged four to seven can only maintain attention for 8 to 35 minutes, depending on their age (Veliou et al., 2022). Additionally, they tend to learn through activities that involve physical movement and natural environments, which aligns with their kinesthetic and naturalistic tendencies. This requires teachers to design

dynamic, interactive, and relevant lessons that connect with their daily experiences.

The developmental characteristics of young learners are highly influenced by their first language skills. As explained by Khamraeva (2024), foreign language learning depends on their proficiency in their native language. Children at this age are still in the process of building conceptual understanding and cognitive abilities, so teaching methods should align with their developmental stage. Furthermore, young learners tend to get bored easily, so variation in activities is necessary to maintain their engagement. Outdoor activities and exploration-based approaches are often effective in increasing their interest and motivation.

The short attention span and egocentric nature of young learners present both challenges and opportunities in lesson design. Veliou et al. (2022) suggest that teachers need to prepare a variety of activities with the same learning objectives to keep students engaged. Additionally, approaches that utilize physical energy and an interest in the natural world can help maximize their learning potential. Teachers should also consider emotional and social aspects, such as the child's need to feel safe and valued in the learning environment. This is essential for

creating an atmosphere conducive to their cognitive and emotional development.

Overall, *young learners* are a unique group with complex and diverse needs. Ellis (2014) emphasizes that they require special attention to their physical, cognitive, and emotional development. Therefore, educational approaches should be designed holistically, incorporating methods that are appropriate for their age and developmental characteristics. By utilizing suitable methods, such as activity-based and exploratory learning, teachers can help young learners build a strong foundation for literacy and language mastery, as well as support their overall development.

2. *Characteristics of Young Learners in the Context of Language Learning*

Young learners have unique characteristics that distinguish them from adult learners, especially in the context of language learning. According to Aslamiah (2022), young learners tend to be active, learn through concrete activities, and respond well to enjoyable tasks. They learn indirectly and perceive language as a whole, not just a collection of separate words (Veliou et al., 2022). Moreover, young learners have short attention spans, requiring variation in activities and regular changes in the learning format. These characteristics demand a dynamic

and creative teaching approach to make learning both effective and enjoyable.

The main characteristic of young learners is their tendency to learn through direct experience and the senses. According to O'ktamjonovna (2024), they respond better to language through concrete things like visuals and real objects rather than abstract concepts. For example, the use of teaching tools such as toys, dolls, or worksheets can stimulate their interest and thinking (Marchlik et al., 2021). Additionally, they are highly interested in physical movement and real activities that allow for exploration and discovery. Therefore, teachers need to design activities that integrate these elements to make learning relevant to their world.

Young learners also have a rich imagination and develop conceptually every day. They enjoy activities that involve play, exploration, and creativity (Veliou et al., 2022). Activities such as role-playing, storytelling, and singing are not only fun but also effective in building language skills. Additionally, they need positive feedback in the form of praise to boost their confidence and motivation to learn. Teachers need to create a supportive environment where they feel valued and motivated to continue learning.

In addition to the aspects mentioned above, young learners have the ability to learn indirectly. They can

understand the context and meaning of language without needing to understand each word individually (Veliou et al., 2022). Therefore, language teaching for young learners should be designed within specific situational contexts to make learning more meaningful (Marchlik et al., 2021). For example, learning can focus on relevant everyday situations, such as talking about family, school, or hobbies. This approach helps them connect the language with their personal experiences.

Overall, the characteristics of young learners require teachers to understand their unique needs in language learning. As Aslamiah (2022) pointed out, teachers must be able to design engaging, effective, and age-appropriate classroom activities. An approach that combines play, exploration, and concrete situations can help students learn languages optimally. By understanding the characteristics of young learners, teachers can create learning experiences that are not only effective but also enjoyable, motivating students to continue learning and developing.

3. *Learning Needs for Young Learners*

Learning for young learners requires a specific approach that aligns with their developmental characteristics. Young learners learn effectively through concrete experiences, play, and social interaction (Alotaibi, 2024). In the context of language learning, technology-

based approaches such as "Makey Makey" and Augmented Reality English Words Learning (AREWL) have been shown to enhance student motivation and engagement (Michailidis et al., 2020; Haq, 2023). By utilizing technology and games, educators can create an engaging learning environment that supports cognitive, social, and emotional development. This approach aligns with developmental theories that emphasize the importance of play and interaction in children's learning processes.

One effective approach is the use of tangible interfaces, such as "Makey Makey," which helps students learn through hands-on experiences. Michailidis et al. (2020) state that this technology is not only user-friendly but also supports collaborative learning. Additionally, the AREWL system, which uses 3D virtual objects, animations, and assessments, can enhance both intrinsic and extrinsic motivation in English language learning (Haq, 2023). This technology helps students connect learning with real-life experiences, making the learning outcomes more meaningful. Educators can leverage this technology to create interactive and relevant learning activities.

Game-based learning is also an important approach to meet the needs of young learners. Alotaibi (2024) found that this method has a significant positive impact on children's cognitive, social, and emotional development.

Play not only increases student engagement but also helps them understand complex concepts in a fun way. In Piagetian theory, play is considered a natural way for children to learn, while Vygotsky emphasizes the importance of social mediation in play to support learning (Cutter-Mackenzie et al., 2014). Therefore, teachers should create a structured and guided play environment to support the learning process.

The technology-based and game-based learning approaches should be complemented by the active role of the teacher as a facilitator. Teachers need to create opportunities for children to explore and interact with the learning environment. This includes the use of learning aids such as real objects, educational toys, and interactive technology that can stimulate student interest (Michailidis et al., 2020). Additionally, teachers must ensure that learning activities are appropriate for the child's developmental level, both cognitively and emotionally (Cutter-Mackenzie et al., 2014). In this way, learning can become a holistic and comprehensive experience for students.

In conclusion, the learning needs of young learners should be based on an approach that combines technology, play, and social interaction. A combination of technology-based methods like AREWL, Piaget and Vygotsky's play-

based approaches, along with the active role of the teacher, will create a meaningful learning experience. By addressing these needs, educators can help students not only achieve optimal learning outcomes but also develop social and emotional skills that are crucial for their future lives.

4. *Challenges in Teaching Grammar to Young Learners*

Teaching grammar to young learners presents a significant challenge in teaching English as a foreign language. Grammar plays an important role in language acquisition, but the majority of students find it to be one of the most difficult aspects to master (Daskan, 2023). This challenge is even more complex for young learners due to their limited cognitive development. Teachers need to understand that grammar instruction requires an interactive, communicative approach that is relevant to the students' lives. Therefore, creative and context-based approaches are crucial in helping students effectively understand grammar concepts.

One of the main challenges is the short attention span of young learners. Toshquvvatov and Anvarova (2024) explain that preschool and elementary school students often lose focus quickly, making grammar instruction less effective if not presented in an engaging way. Teachers can address this by using game-based learning methods, visual activities, or stories that involve the use of grammar. These

techniques not only help students stay engaged but also enhance their understanding of grammar through enjoyable learning experiences.

Another challenge is the limited language proficiency of young learners. At an early age, students' language abilities are still developing, making it difficult for them to grasp complex grammar rules (Toshquvvatov & Anvarova, 2024). Teachers need to simplify their explanations using language that matches the students' level of understanding. Additionally, Daskan (2023) suggests using authentic materials and providing opportunities for students to practice grammar in meaningful situations. For example, asking students to create simple sentences about daily activities helps them understand the application of grammar in real-life contexts.

Classroom behavior management is also a significant challenge when teaching grammar to young learners. Students often struggle to follow rules and stay focused, especially in lessons considered complex, such as grammar (Toshquvvatov & Anvarova, 2024). Teachers need to create a structured classroom environment by setting clear routines and expectations. Additionally, collaboration with parents to support learning at home can help students better understand grammar. Nurseha (2023) adds that student motivation is also an important factor that needs to be

enhanced through approaches that support and encourage active engagement.

In conclusion, teaching grammar to young learners requires a strategic and innovative approach to overcome various challenges, such as short attention spans, limited language proficiency, and behavior management. By using interactive teaching techniques, providing opportunities for practice in meaningful contexts, and involving parents, teachers can help students effectively understand grammar. These challenges also demand creativity from teachers to create engaging and relevant learning experiences, ensuring that students achieve optimal learning outcomes.

5. Effective Teaching Strategies for Young Learners

Teaching young children requires innovative and interactive teaching strategies to ensure student engagement and optimal learning outcomes. According to Rehmat, Ehsan, and Cardella (2020), strategies such as asking questions, modeling, and providing motivation are productive approaches to increase student engagement in learning activities. These strategies are not only relevant for the development of computational thinking but can also be applied in various learning contexts. Additionally, methods such as Total Physical Response (TPR) combined with personalized teaching strategies have proven effective in

enhancing students' understanding and memory of new material (Liu, Chen, & Chen, 2024).

One effective strategy is the implementation of Total Physical Response (TPR), where students associate vocabulary or concepts with physical movements. This approach strengthens students' understanding and retention through fun kinesthetic activities (Liu et al., 2024). In personalized application, students can create their own movements to illustrate the concepts being learned, such as making creative videos that integrate target words. This not only enhances understanding but also encourages creativity and student engagement. This strategy is particularly suitable for young learners who tend to have short attention spans.

In addition, the think-aloud strategy can be used to help students understand their thinking process during learning. Thu and Vien (2022) demonstrate that this method has a significant impact on improving students' comprehension of reading texts. By guiding students to verbalize their thoughts, teachers can help them develop analytical and reflective skills. This strategy is also relevant in helping students overcome learning challenges, such as understanding grammar or other complex concepts.

Another teaching strategy involves developing students' metacognitive skills, such as planning, monitoring,

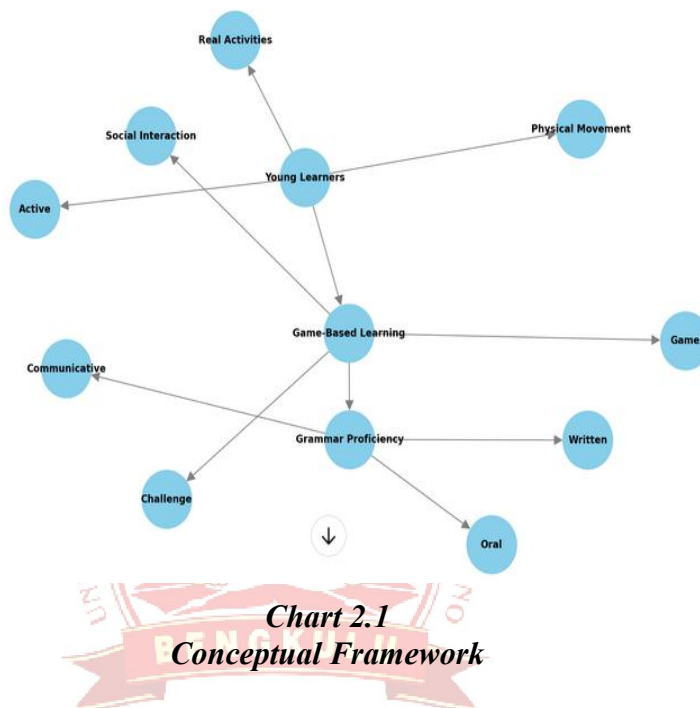
and evaluating their learning. Teng, Wang, and Zhang (2022) found that six strategic factors, including emotional control and metacognitive assessment, have significant predictive effects on students' writing performance. Teachers can integrate this approach by engaging students in self-reflection, helping them identify their strengths and weaknesses, and designing steps to improve their learning outcomes.

In conclusion, effective teaching strategies for young learners involve interactive, personalized approaches and the development of metacognitive skills. Methods such as TPR, think-aloud, and self-reflection not only enhance students' understanding but also build lifelong learning skills. By applying these strategies, teachers can create a supportive, motivating, and relevant learning environment, enabling students to reach their academic potential optimally.

D. Conceptual Framework

To explain the relationship between the variables *Grammar Proficiency*, *Game-Based Learning*, and the characteristics of *Young Learners*, this relationship can be visualized as shown in the following Chart 2.1. This diagram illustrates how the unique characteristics of young learners influence the implementation of Game-Based Learning

strategies, which ultimately contribute to the improvement of grammar proficiency.



To maintain the attention and engagement of young learners, an active learning experience is necessary. Learning that involves physical movement can enhance their understanding and memory because they learn in a more enjoyable and interactive way. In addition, using activities or real-life scenarios from the world around them allows them to connect lessons with their personal experiences, making it more relevant and easier to comprehend. This method is more holistic and engaging in supporting the cognitive development of young learners.

Game-based learning provides an engaging and enjoyable approach for young learners to learn. Games can create a fun atmosphere, making them more enthusiastic and involved in the learning process. Additionally, games often include elements of challenge, which can motivate young people to try harder and feel satisfied when achieving goals or overcoming challenges. Moreover, games encourage social interaction among them, allowing for collaboration, idea-sharing, and working together to achieve common goals. This develops their social and communication skills while enhancing a more enjoyable and rewarding learning experience.

The language skills of young learners are greatly influenced by grammar learning. By studying written grammar, they can gain an understanding of how language structure works and how words are properly arranged to form correct sentences. This helps them write well. Additionally, spoken grammar helps young people learn to use language effectively in everyday interactions, such as speaking with friends, family, or at school. The primary goal of grammar learning is for young people to have good communication skills, where they can not only use language correctly but also speak clearly and understand others in various communication contexts.

Overall, this theoretical framework shows that young people can be effectively taught grammar through active, game-based learning activities that involve physical movement and connect to real-world scenarios. This approach encourages learning through play, provides opportunities for social interaction, and aims to develop both written and spoken communication skills.

E. Some Related Previous Studies

Previous research has shown significant attention to the use of Game-Based Learning (GBL) in improving grammar skills. Awing and Nasri (2023) revealed that the GBL method is effective in enhancing academic performance, motivation, and student engagement in grammar learning. Aratea and Pasubillo (2024) also found that the implementation of GBL could improve the grammar skills of 9th-grade students in the Philippines through a more enjoyable and interactive learning environment. Additionally, Cabera (2022) highlighted the effectiveness of *Genially* based games in online English learning, which has proven to enhance students' academic performance in grammar and vocabulary.

Another focus of related research is the impact of GBL on *young learners*. Liu and Gazizoya (2020) identified that the implementation of game-based learning and gamification can enhance student motivation and engagement with the lessons, ultimately leading to better learning outcomes.

Similar findings were obtained by Janković and Lambić (2022), who showed that the use of Kahoot in science education significantly improved the performance of third-grade elementary school students. A meta-analysis by Karakoç (2022) affirmed that GBL has a broad positive impact on students' academic performance, with no significant differences based on education level or subject area taught.

In addition, research related to the theory of constructivist learning in Game-Based Learning also provides important insights. Social constructivism-based methodology shows that students actively build knowledge through experience and social interaction (Mee et al., 2020; Vygotsky, 1962). This research highlights that the GBL approach can enhance students' learning experiences and curriculum outcomes. However, some challenges have been identified, such as limited feedback sessions, a lack of facilitators, and minimal implementation of digital gaming within tertiary education. Burhanuddin et al. (2021) also emphasized the importance of reflection in GBL to help students understand their strengths and weaknesses, improve teamwork, and reinforce learning achievements. Overall, this approach offers innovative opportunities for collaborative education.

The emotional dimension in game-based learning has also been the focus of several studies. Ahmed (2022) showed that GBL significantly reduces students' anxiety in foreign language learning while also increasing their motivation to learn. Li (2021) emphasized the importance of vocabulary-based games in improving students' vocabulary achievements and building self-confidence. Supporting findings were also presented by Yang (2023), who revealed that collaborative GBL is more effective than individual approaches in reducing foreign language anxiety. Thus, this method not only enhances language skills but also addresses emotional challenges in learning.

Finally, the evaluation of language skills through GBL also offers an innovative approach. Chowdhury (2024) found that students who created games based on nonfiction texts showed high motivation and meaningful learning experiences. Palomo (2017) emphasized the role of mobile game applications in supporting independent learning and automating language skills evaluation. Additionally, Anane (2024) found that the use of Kahoot! increased student engagement and learning outcomes in foreign language courses. Overall, this approach motivates students to participate actively, enhances learning motivation, and creates a more effective and enjoyable learning experience.

Although previous research has shown the success of using GBL to enhance diverse aspects of language learning, few studies specifically address how GBL can be adapted to enhance grammar skills in *young learners*. Moreover, related research often overlooks students' experiences during the game-based learning process as well as its impact on motivation and learning outcomes in understanding and applying grammar. Therefore, this study aims to fill this gap by exploring how GBL can be effectively used to improve grammar skills in young learners and its impact on students' motivation and learning outcomes.

