

CHAPTER I

INTRODUCTION

Learning English as a second language can be hard, especially when it comes to grammar and vocabulary.

Prepositions of place words like in, on, under, besides, between, and behind are one of the most important grammar topics for beginners. These words show how objects are related to each other in space. But students often have trouble using these prepositions correctly when they speak and write.

Conventional pedagogical approaches that emphasise rote memorisation or textbook-derived elucidations may inadequately captivate students or facilitate their comprehension of the meanings of these prepositions in authentic contexts.

Because of these problems, kinesthetic learning strategies have become more popular in language teaching.

Kinesthetic games, which require students to move around and interact with each other, let them learn language through action. These games create an active learning environment where students connect physical movement with language concepts, which helps them understand and remember better.

For example, telling students to put the ball under the chair or stand next to the door makes abstract language into something they can see and feel. This method not only makes students more interested in learning, but it also works for different types of learners, especially those who learn best by doing things instead of listening or reading.

The current study seeks to examine the experiences of both teachers and students in utilising kinesthetic games for the practice of prepositions of place. The research is driven by the increasing demand for novel and engaging pedagogical methods that enhance the significance and enjoyment of grammar acquisition. This study aims to identify the pedagogical advantages, obstacles, and perceptions associated with the implementation of kinesthetic games in the classroom by analysing teachers' practices and students' responses to these activities.

The study aims to enhance the field of English language teaching by demonstrating how movement-based learning can facilitate grammar acquisition and increase learner engagement. The results should help English teachers,

especially those who want to find good ways to teach spatial prepositions to young or new students. Ultimately, this research aims to promote more dynamic, student-centered classroom practices that enhance both comprehension and enjoyment in learning English.

Learning English as a second language can be hard, especially when it comes to grammar and vocabulary.

Prepositions of place words like in, on, under, besides, between, and behind are one of the most important grammar topics for beginners. These words show how objects are related to each other in space. But students often have a hard time using these prepositions correctly in both spoken and written communication. Traditional teaching methods that depend a lot on memorisation or explanations from textbooks may not be enough to keep students interested or help them understand the meanings of these prepositions in real life.

In light of these difficulties, kinesthetic learning strategies have become more popular in language education.

Kinesthetic games, which require students to move around and interact with each other, let them learn language through action. These games create an active learning environment where students connect physical movement with language concepts, which helps them understand and remember better.

For example, telling students to put the ball under the chair or stand next to the door makes language that is hard to understand into something they can see and touch. This method not only makes students more interested in learning, but it also works for different types of learners, especially those who learn best by doing instead of listening or reading.

Recent research has validated the efficacy of kinesthetic and embodied learning strategies in English language classrooms. Diop (2022) created a kinesthetic game for the classroom called Ghost House to help students practice speaking with prepositions of place. The study revealed that learners exhibited increased engagement, communication, and confidence when language was integrated with physical actions during classroom observations. In a similar vein, Farhan (2023) executed an action research project entitled An Interactive Preposition Game (IPG) with Year 4 students, demonstrating that interactive and movement-oriented games markedly enhanced learners' comprehension of prepositions of place and elevated their motivation to engage in English lessons.

In a more general sense, Jusslin et al. (2022) did a

systematic review of embodied learning and teaching methods in language education. Their research determined that movement, gesture, and physical interaction are essential in reinforcing linguistic concepts and enhancing learners' memory retention. They also said, though, that many studies don't give enough information about how teachers use embodied strategies in regular classrooms. In a different study, Nephawe (2023) looked into using an embodied pedagogical game to teach Grade 7 students about time prepositions. The results showed that physical activities helped people understand and use prepositions much better. This shows that embodied learning can help with more than just spatial prepositions.

While prior studies have illustrated the advantages of kinesthetic and embodied learning, they predominantly concentrate on the efficacy of games in enhancing students' grammatical proficiency or classroom engagement. Few studies have thoroughly examined the lived experiences of both teachers and students in utilising kinesthetic games, specifically focusing on teachers' planning, management, and perceptions of these games, as well as the emotional and cognitive experiences of students during classroom interactions. Additionally, the majority of existing studies have been carried out outside Indonesia, including locations such as Senegal (Diop, 2022), Malaysia (Farhan, 2023), and South Africa (Nephawe, 2023), whereas research pertaining to the Indonesian EFL context is still scarce.

Consequently, the current study seeks to examine the experiences of teachers and students utilising kinesthetic games to practice prepositions of place in English classrooms in Medan, Indonesia. This study utilises a qualitative methodology, incorporating interviews and classroom observations, to elucidate both the perceived advantages of kinesthetic games and the challenges encountered by educators and students during their implementation. The results are anticipated to enhance the current literature by offering insights from the Indonesian EFL context, emphasising the pedagogical efficacy of movement-based learning, and presenting practical recommendations for English educators aiming to develop more engaging and effective grammar instruction.