

**THE USE OF GAMES TO TEACH ENGLISH FOR ELEMENTARY
SCHOOL STUDENTS: THE PERCEPTION OF PRE-SERVICE
TEACHERS AT ENGLISH EDUCATION DEPARTMENT OF
UNIVERSITAS MUHAMMADIYAH YOGYAKARTA**

A Skripsi

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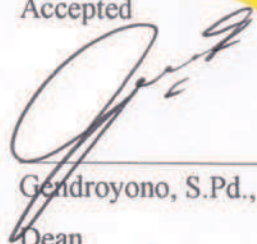
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Statement of Authenticity

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Certify that *skripsi* with the title “Student-teachers’ perception on the use of game to teach English for elementary school students at English Education Department of Universitas Muhammadiyah Yogyakarta” is definitely my own work. I am completely responsible for the content of this paper. Others opinion or findings in this *skripsi* are quoted in ethical standards.

Yogyakarta, December 28, 2015



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Motto

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Verily, along with every hardship is relief

(QS. 94:5)

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THE PERCEPTION ON THE USE OF GAMES TO TEACH ENGLISH

Abstract

Elementary school students have attention span which make them only can focus for 10-20 minutes. The researcher experiences in internship program found that games give positive impacts for children in learning because games made students learn a language better as learning becomes natural for them. This research was conducted with the aim to investigate the perception of pre-service teachers at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) on the use of games to teach English for elementary school students.

The researcher used qualitative design to achieve the purpose of the research. There were five students from batch 2014 as the research participants. The researcher chose in-depth interview to elicit information from participants. The data from interview were analysed by coding which were validated through member checking.

The findings showed that the pre-service teachers' perception on the types of games, the advantages and the disadvantages of games to teach English for elementary students. The types of games the pre-service teachers commonly used were a whispering game, guessing that pictures, spelling bee, guessing word, describing the picture, chart games and colors in the air games to teach English for elementary school students. Other finding revealed that games as a teaching strategy give advantages on the students' skills, students' subskills, students' soft-skill, and efficient implementation of games. The findings also exposed that games have disadvantages as a teaching strategy. The disadvantages of games

THE PERCEPTION ON THE USE OF GAMES TO TEACH ENGLISH

were games made ineffective class circumstance, students' lack of attention, difficulty of grammar practice, and games have challenging level.

Keywords: types of games, advantages of games, disadvantages of games

Table of Content

Title Page	i
Approval Page	ii
Statement of Authenticity	iii
Abstract	iv
Table of Contents	vi
List of Figures	ix
Chapter One: Introduction	1
Background of the research	1
Identification of the problem	4
Limitation of the problem.....	4
Formulation of the problem.....	4
Objective of the research	5
Significances of the research	5
Outline of the research.....	6
Chapter Two: Literature Review	8
Teaching English for young learners	8
Characteristics of young learners in learning.....	8
Games for young learners in language learning.....	10
Definition of games.....	10
Types of games for young learners in learning.....	11
Advantages of games for young learners in language learning	12

Disadvantages of games for young learners in language learning .	15
Previous related studies.....	16
Conceptual framework.....	19
Chapter Three: Methodology.....	21
Research Design.....	21
Research setting and participant.....	22
Research setting	22
Research participant.....	22
Data collection instrument	24
Data collection procedure	25
Data analysis	26
Transcription	26
Member checking.....	26
Coding.....	26
Chapter Four: Finding and Discussion	28
Types of games used by the pre-service teachers as a teaching strategy	28
Pre-service teachers’ consideration in selecting appropriate games as a teaching strategy.....	35
Pre-service teachers’ perception on the advantages of games as a teaching strategy.....	40
Pre-service teachers’ perception on the disadvantages of games as a teaching strategy.....	52

Chapter Five: Conclusions and Recommendations	58
Conclusions	58
Recommendations	60
References	62
Appendix	67
Appendix 1: Interview Guideline.....	68

List of Figures

Figure 2.1. Conceptual Framework

Figure 4.1. Pre-service teachers' perception on the advantages of games as a teaching strategy