

Chapter Five

Conclusions and Recommendations

The last chapter of this research is divided into two parts. In the first part, it discusses conclusion of the research, hence the researcher concludes the research findings. In the second part, the researcher offers some recommendation for current practice of using games as a teaching strategy and for other researchers in similar major.

Conclusions

In this part, the summary of the findings are discussed in order to answer the research question. There is one research question in this research which is “what is the perception of pre-service teachers at English Education Department of Universitas Muhammadiyah Yogyakarta on the use of games to teach English for elementary school students?”. From the research question, there are three purposes of the research. The purposes of the research are to identify the ‘types of games’, ‘advantages of games’, and ‘disadvantages of games’ as a teaching strategy.

To begin with, the first purpose of the research is to find out the types of games that the pre-service teachers used as teaching strategy. From various types of games for language learning, there are seven types of games that pre-service teachers of EED of UMY commonly used to teach English for elementary school students. The types of games were a whispering game, a guessing that pictures game, a spelling bee, a guessing word game, a describing the picture game, a chart game and the colors in the air game.

The second purpose of the research is to investigate about the advantages of games as teaching strategy. The researcher divided the advantages of games as a teaching strategy into four categories, namely students' skills, students' subskills, students' soft-skill, and efficient implementation of games. In students' skills, games influenced on listening skill, writing skill, and speaking skill. In students' subskills, vocabulary mastery and pronunciation are improved by games. In the case of students' soft-skill, team work, social relation, self-confident, motivation, and enthusiasm can develop with games. The last, a game is an efficient to be implemented as a teaching strategy because it can serve as an ice breaker and it is useful for language teaching.

The third, disadvantages of games as a teaching strategy is the last purpose of the research. There are four issues as disadvantages of games. Those are ineffective class circumstance, students' lack of attention, difficulty of grammar practice, and challenging level of games. In this research proved that ineffective class circumstance contribute on disadvantages of teaching by games. Another point is students are less attention as disadvantage of games as a teaching strategy. The following issue on disadvantages of games is difficulty of grammar practice. From the interview result showed that grammar practice complicated to implement in the games activity. Finally, level of the games that pre-service teachers of EED of UMY used is challenging for elementary school students as the last issue related on disadvantages of games as a teaching strategy.

Recommendations

Based on the result of the research, there are some suggestions for the following parties, including pre-service teachers of EED of UMY, English teachers, and other researchers in similar major of the research.

The first recommendation is for pre-service teachers of EED of UMY. As suggestion, they should make decision to choose a particular game based on students' ability wanted to improve. At least, the pre-service teachers of EED of UMY have to consider on some principles such as the appropriate level of the games with students ability, the appropriate situation of the class, students' characteristics, cost-consuming, and games can serve as team work activity.

For English teachers, there are some suggestions to decrease the disadvantages of games as s teaching strategy. The first suggestion is English teachers should well prepare before implement the game to make the game more effective. As the second suggestion, English teachers should be aware that they are not used similar games continually. However, they can give different types of games with different skill to practice. Besides, English teachers also should be aware the frequency of using games to make students keep interest to learn by games. The last suggestion, English teachers should choose proper level of the game with students' capacity. They can avoid giving complicated content in the game that makes students confused.

The last recommendation is for other researchers who are interested to conduct further research related to the similar major. As suggestion, they can investigate on the information which is not identified in this research. Hopefully,

other researchers can conduct more in-depth investigation using different methodology related to the use of games and teach English to young learners like action research or experimental research.