

**ENGLISH TEACHING-LEARNING PROCESS USING
GAMES AT “PERMATA HATI” PLAY GROUP
WONOGIRI**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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TESTIMONIAL STATEMENT

Herewith, I testify that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, except those which the writing was referred in the manuscript and mentioned in bibliography. Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold full responsibility.

Surakarta, 2007

Sincerely,

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MOTTO

“Sesungguhnya usaha untuk merubah kesalahan menjadi kebenaran adalah sebuah perjuangan panjang tetapi hasilnya sangatlah indah”

(DR. Adh Abdullah Al-Qarni, MA)

“Jika kau berputus asa, berarti apa yang kau usahakan selama ini tidak bermanfaat”

(DR. Adh Abdullah Al-Qarni, MA)

“Mengakui kekurangan diri adalah tangga untuk mencapai cita-cita, berusaha untuk mengisi kekurangan adalah keberanian luar biasa”

(Abu Hasan Asy Syadili)

DEDICATION

This research paper is dedicated to:

1. My beloved parents *Ibu and Bapak*,
2. My beloved younger sister; d' Dilly, and
3. All my beloved friends.

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Finally the writer realizes that the research paper is still far from being perfect, therefore, any suggestion, and criticism will be accepted for the improvement of the research.

Surakarta, October 2007

The writer

(Lail Purnamawati)

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SUMMARY

LAIL PURNAMAWATI. A.320.030.216. ENGLISH TEACHING-LEARNING PROCESS USING GAMES AT “PERMATA HATI” PLAY GROUP WONOGIRI. RESEARCH PAPER. MUHAMMADIYAH UNIVERSITY OF SURAKARTA. 2007.

The objectives of this research are to describe the English teaching-learning process using games and also the strengths and the weaknesses of it. This research was undertaken in Permata Hati Play group Wonogiri. The subjects of the research are the teacher and the group B (Bulan) students of Permata Hati Play Group. There were 21 students in group B. The writer collected the data of the research through observation, field notes, and interview.

The result of the data analysis shows that in teaching-learning process the teachers always opened with greeting, then continued by classroom activities such as games, and the last is closed by greeting. In the classroom the teachers and the student show a good interaction. There is a cheerful circumstance. The children followed the classroom activities enthusiastically and if the children get difficulties the teachers always help them.

There were also some strengths and the weaknesses of English teaching-learning process using games. Those strengths are the teacher was behaving energetically, clearly, encouragingly, and fairly. In games, the children also have a high interest in following the activities, they were motivated to be active and to compete fairly, they could learn while playing, and the circumstance is relaxed, cheerful and enjoyable. Besides that, all of the children had opportunity to be active in the following the games. The weaknesses of games are the teachers need an extra energy, need an extra patience to handle the children during the games, and the teachers always help and guide the children continually. Besides that games are also a time consuming activities. In doing the games some of the children are not serious and easily felt bored.

The writer concludes that the English teaching-learning process using games at Permata Hati Play Group runs well. Although the English subject is not the part of curriculum from the institution but the classroom activities are effective. The children can absorb the materials well and have a good result.