A SUGGESTED TECHNIQUE TO TEACH READING BY MEANS OF GAMES AT THE UNIVERSITY LEVEL

A THESIS

In partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching

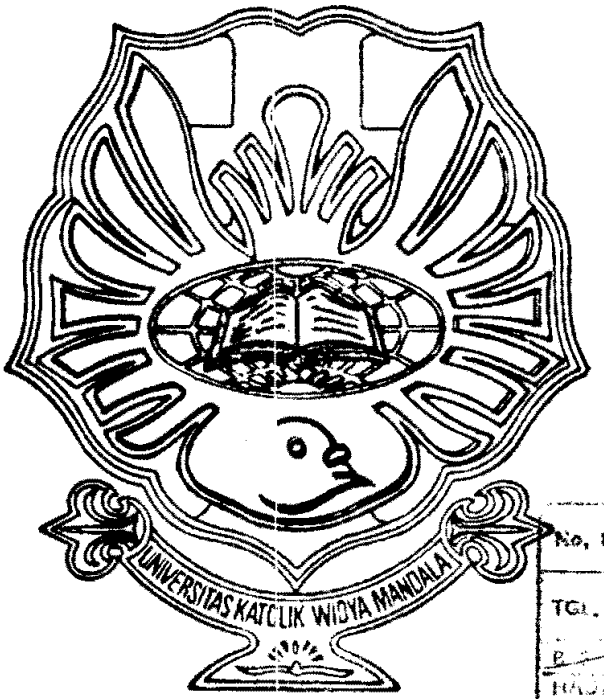

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TABLE OF CONTENTS

Approval Sheet (1)

Approval Sheet (2) ii

Acknowledgements iii

Table of Contents iv

Abstract vi

Chapter I Introduction 1

1.1 Background of the study 1

1.2 Statement of the problem 5

1.3 The Objective of the study 6

1.4 Significance of the study 7

1.5 Theoretical Framework 7

1.6 Scope and Limitation of the study 8

1.7 Definition of Key Terms 9

Chapter II Review To The Related Literature 11

2.1 What is reading ? 11

2.2 What is a game ? 17

Chapter III Some Consideration of Using Games in Teaching Reading Comprehension 23

3.1 The Advantages of using games in

teaching of reading comprehension 23

3.2 Using Games in the teaching of reading comprehension 27

3.3 Some steps to follow in using game 29

3.4 Some notes to the teacher 37

Chapter IV The Application of Games in Teaching Reading Comprehension 39

4.1 The suggested reading games 39

Chapter V Conclusion 53

5.1 Summary 53

5.2 Suggestion 55

Bibliography

Appendixes

A Guessing Game 60

B Problem Solving Game 66

C Matching Game 70

D Read and Do Game 74

E Silent Way Reading Game 77

F Discussion Game 79

A B S T R A C T

Since the teaching of English in Indonesia is concentrated on developing the students' reading comprehension skills, it is important for the teachers to understand exactly how to teach reading comprehension to their students. This thesis is intended to present some techniques of teaching reading by means of game at the university.

Today, many teachers realize that the skill in English language the students need most is reading. This is because of the fact that many books are written in English and most of the students will have to read English in order to master their study.

Unfortunately, many students feel that reading comprehension class is boring. There are many reasons behind this problem and one of them is the teacher's way of teaching.

In this thesis, the writer wants to discuss the technique to teach reading in order that the students would not feel bored anymore in attending reading comprehension class.

The technique which is suggested by the writer here is the teaching reading by means of game.

The writer's consideration for using games as a means to teach reading is to avoid the students' boredom in attending the reading comprehension class. Why games ? because games are fun, competitive and cooperative.

By using games, it is hoped that the students will feel happy and they can learn more enthusiastically so it will help them to study better in the classroom.

There are many kinds of games. They are discussion games, spelling games, conversation games, grammar games, writing games, vocabulary games and reading games. In this thesis, surely that the writer uses the reading games at least other games which have relationship with reading for example read and then do games or games for reading and writing and so on. And this thesis also presents some suggested reading games.

In using the game, the writer suggested not to use it every time when the teacher come to the classroom. For example, it can be used after the students have a test or after the students concentrate on a certain difficult passage, or at anytime the teacher feels it is appropriate to play a game.

The games can be played at the beginning or at the end of the class just for 15 to 20 minutes or it can be played for the whole times for games usually used a discussion games.

Although games are good, it is advisable for the teacher to pay attention to how and when to use the games.