A SUGGESTED TECHNIQUE TO TEACH SPEAKING BY MEANS OF SIMULATION GAME AT THE UNIVERSITY LEVEL

A THESIS

As Partial Fulfillment of The Requirements for The Sarjana Pendidikan Degree in English Language Teaching Faculty

By:

MARIA SETIYO PERTIWI
1213091085

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN JURUSAN PENDIDIKAN BAHASA DAN SENI PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS JANUARY, 1999
This thesis entitled A SUGGESTED TECHNIQUE TO TEACH SPEAKING BY MEANS OF SIMULATION GAME AT THE UNIVERSITY LEVEL prepared and submitted by Maria Setiyo Pertiwi has been approved and accepted as partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by following advisor:

Dra. Magdalena I. Kartio, M.A
Advisor
This thesis has been examined by the Committee on Oral Examination with a grade of .......... on January 16, 1999

Drs. B. Budiono, M.Pd
Chairman

Dra. Magdalena I.K., M.A
Member

Dra. Siti Mina Tamah
Member

Rosalina N.W.P. S.Pd
Member
Approved by

DR. Veronica L. Diptoadi, M.Sc
Dean of the Teacher Training Collage

Dra. Agnes Santi W. M.Pd
Head of the English Department
ACKNOWLEDGEMENT

Having completed this thesis, the writer feels happy and relieved. However, the writer realizes that she would not have been able to complete it without the help of God and others. Therefore, first of all, the writer would like to express her gratitude to Jesus Christ for His blessing.

She also would like to thank her advisor, Dra. Magdalena I. Kartio, M.A for her time, advice, guidance, encouragement and comments in writing, improving and finishing this thesis. Without her efficient help and support, this thesis would have never been completed.

Her deepest gratitude goes to the librarians of Widya Mandala Catholic University for lending her some books in the process of accomplishing this thesis.

At last, the writer wishes to express her deep appreciation and her gratitude to her dear parents, her brother, and to all of her friends for all their help and support that makes it possible for her to finish her study.

- The Writer -
TABLE OF CONTENT

APPROVAL SHEET (1) ......................................................... i
APPROVAL SHEET (2) ......................................................... ii
ACKNOWLEDGEMENT ........................................................ ii
TABLE OF CONTENT .......................................................... iii
ABSTRACT ........................................................................... iv

CHAPTER I INTRODUCTION ................................................. 1
  1.1 Background of the study ............................................. 1
  1.2 Statement of the problem ........................................... 4
  1.3 Objective of the study ............................................... 4
  1.4 Significance of the study ............................................ 4
  1.5 Scope and limitation ................................................ 4
  1.6 Definition of key terms ............................................. 5
    1.6.1 Technique ......................................................... 5
    1.6.2 Simulation game ................................................ 5
  1.7 Methodology of the thesis .......................................... 5
  1.8 Organization of the study .......................................... 5

CHAPTER II REVIEW OF RELATED LITERATURE ................. 7
  2.1 The nature of speaking ............................................ 7
  2.2 Communicative approach .......................................... 9
  2.3 Communicative competence ....................................... 12
    2.3.1 Grammatical competence .................................... 13
    2.3.2 Sociologicist competence ................................... 13
    2.3.3 Discourse competence ....................................... 13
    2.3.4 Strategic competence ........................................ 13

CHAPTER III THE NATURE OF SIMULATION GAME ............... 16
  3.1 A capsule history .................................................. 16
  3.2 The definition of simulation game ............................... 17
    3.2.1 Role-play ...................................................... 17
    3.2.2 Games .......................................................... 19
    3.2.3 Simulation ..................................................... 20
    3.2.4 Simulation game ............................................. 22
  3.3 The advantages of simulation game ............................. 24
  3.4 The role of the teacher in simulation game ................... 30
CHAPTER IV PROCEDURES OF TEACHING SPEAKING BY USING SIMULATION GAME

4.1 Preparation

4.1.1 Teacher’s preparation at home

4.1.1.1 Choosing topics

4.1.1.2 Assigning roles and arranging groups

4.1.1.3 Organizing time and arranging the needed space

4.1.2 Students’ preparation at home

4.1.3 Preparation in class

4.2 Doing the simulation game

4.3 Evaluation

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

5.2 Suggestion

BIBLIOGRAPHY

APPENDICES

APPENDIX A
APPENDIX B
APPENDIX C
ABSTRACT

Pertiwi, Maria S. 1999. A Suggested Technique to Teach Speaking by means of Simulation Game at the University Level. S1 Thesis. Graduate School of Widya Mandala Catholic University, Surabaya.

Advisor: Dra. Magdalena I. Kartio, M.A

Key words: technique, simulation game.

Speaking is considered as an important item in language teaching since speaking is the oldest and most universal way for human beings to express their thought and feelings, and is basic to the functioning of society. Therefore, one of the primary objectives of teaching English to English Foreign Language students is to make the students have speaking ability.

In this thesis, the writer suggests the simulation game as a technique to teach speaking to the English Foreign Language students, especially to the English Department students. There are some reasons why simulation game is chosen. These are the following reasons: First, it motivates and is fun; second, it is more congruent with the learning process than chalk-and-talk teaching practice; third, it is more like the "real" world than the traditional classroom. Finally, simulation game results in positive outcome, such as more active participation, improve performance, greater retention, and better understanding of complexity. (David Crookall, 1990:14)

Hence, through simulation game the students have the opportunity to manage, direct and interact in a communicative setting, with little or no teacher involvement. Simulation game activities which involve students' interaction seem to support those theories of language learning which stress on the communicative values of language.