

CHAPTER I

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1.1 Background of the Study

In Indonesia, English is the first foreign language to be taught from Elementary School to University. There are two main reasons for this. First, English as an International language has been used in almost all countries in the world. Second, English is needed in many occasions, such as in transferring technologies, finding a job, managing tourism. That is why "English is an important language and teaching English is important." (Dawson, Zollinger, Elwell, 1962:19)

According to Mary Finnochiaro (1974:60), speaking is considered primary. This can be proved by the fact that almost all speakers of a language can orally use the language to carry out their daily activities and to communicate in all events and experiences they are involved in to other speakers. Therefore, speaking becomes an important item in language teaching as stated by Broughton (1978:27) who says that the primary objective of teaching English to the Foreign language students is to make the students have the speaking ability. It is also supported by Rivers (1968:160) who says the students study a foreign language with the strong conviction that language means something spoken. In reality, however, many students studying English can not speak

English or orally express their ideas well even after learning it for several years.

The students low speaking ability is caused by the following factors. Firstly, "English teachers seem to be talking too much in speaking class and dominate the lessons", consequently, students become accustomed to sitting quietly and listening rather than acting. Therefore, they often find it difficult to extend their opportunities to improve their speaking ability because they practice less.

Secondly, students are often reluctant and discouraged to speak in the target language because they hesitate to talk. They are afraid of making mistakes. This reason makes them reluctant to try to say even an English word in their communication, even when they are in an English speaking class. They may feel shy if somebody figures out the grammatical mistake they make. Furthermore, they are often worried about pronunciation. They think they are always pronouncing the word incorrectly. They assume that they should speak with appropriate chosen words, with correct pronunciation and grammar when they are speaking the language.

Thirdly, the size of the speaking class in English Department is good and suitable for speaking activity because the number of the students in class is about twenty to twenty five students only. The problem is the students cannot speak to the teacher simultaneously because most of the students are

usually shy, doubtful and less confidence while they are speaking. As Garry Abbot (1981:12) stated:

In a class (say) 50, everyone can read simultaneously; everyone can write simultaneously; and everyone can listen to the teacher simultaneously but they cannot all speak to the teacher simultaneously unless they have all been carefully trained to utter the same sentences in chorus.

Another problem that often happens is in the speaking class is often dominated by several active students. The consequence is that the teacher, they need encouragement, motivation, and chances so that they can express what they think and feel in their language they are learning.

To overcome those problems, simulation game may be used as a technique to teach speaking to the students. Simulation game suggested as a way out because of the following reasons. First, it motivates and is fun; second, it is more congruent with the learning process than chalk-and-talk teaching practices; third, it is more like the "real" world than the traditional classroom. Finally, improved performance, greater retention, and better understanding of complexity. (David Crookall, 1990:14) Thus, it seems that simulation game is a good technique to motivate and encourage the students to perform and communicate in the language they are learning in real situations.

1.2 Statement of the Problem

Since this study suggest simulation game as a technique to teach speaking, the problem statement of this thesis is "How can simulation game be used for teaching Speaking V at the English Department of Widya Mandala Catholic University ?"

1.3 Objective of the Study

Derived directly from the problem above, this study is intended to present the feasibility of using simulation game in teaching speaking at the University level.

1.4 Significance of the Study

The writer hopes this study will be of some help for teachers who want to teach speaking through simulation game and for students who want to use simulation game as a way to improve their speaking ability.

1.5 Scope and Limitation

This study deals with the technique of teaching speaking through simulation game. The use of simulation game is directed to the University students of the English Department at the sixth semester since they are considered having enough language skills to express their opinions.

1.6 Definition of Key Terms

To avoid misinterpretation and misunderstanding, the writer would like to give definition of the key terms used before going further. They are as follows:

1.6.1 Technique

Technique is a particular trick, strategies or contrivance used to accomplish an objective (Richard and Rodgers, 1986:15)

1.6.2 Simulation game

Troyka defines simulation game as replications of a real environment that calls for the participants to take action and make decisions as if they were actually operating in that environment. Where as Kemp defines it as an abstract representation of real life situation that requires a learner or a team to solve a complex problem.

1.7 Methodology of the Thesis

This study is a library research. In other words, the writer has throughly studied many books, papers and articles to complete her study.

1.8 Organization of the Study

This papers consists of five chapters. Chapter one deals with includes the background of the study, scope and limitation, definition of key terms, methodology, and organization of the paper. Chapter

two discusses about some theories which support this study, they are the nature of speaking, communicative approach, communicative competence. Chapter three talks about the theory of simulation game. Chapter four is the steps of teaching spoken English through simulation game. Chapter five is the conclusion and the suggestion of the study.