CHAPTER V

CONCLUSION AND SUGGESTION
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This chapter consists of two parts. The first is the conclusion of the thesis. The second deals with some suggestions which concern with teaching spoken English through simulation game to English Department students, especially students of the six semester.

5.1 Conclusion

Spoken language is considered important in human’s life. This is because everyone uses spoken language to carry out his daily activities and to communicate with others. Therefore, one of the primary objectives of teaching English to the English Foreign Language students is to make the students have speaking ability.

However, there are many English Foreign Language students who can hardly speak English or express their ideas well even after learning it of six years or more. There are some factors which cause the low spoken English proficiency of English Foreign Language. The English teacher seems to be talking too much in the speaking class and dominates the lesson, and the students are often the reluctant and discouraged to speak in the target language.

To encourage the students and give them chance to practice speaking, simulation games can be used by the teacher. There are some reasons why simulation
game is used. First, it motivates and is fun; Second, it is more congruent with the learning process than chalk-and-chalk teaching practices; third, it is more like the "real" world than the traditional classroom. Finally, simulation game results in positive outcome, such as more active participation, improved performance, greater retention, and better understanding of complexity. (David Crookall, 1990:14)

In simulation game the students will be using their English creatively and purposefully. Through simulation game the smart students or the weaker ones can be involved in playing without worrying being wrong or sounding dumb. 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 situation.

5.2 Suggestions

At the end of this study, the writer would like to give suggestions to the English teacher especially those who would like to teach speaking using simulation games. The writer hopes that the following suggestions will be useful.

a. Before asking the students to play a simulation game, the teacher should make a preparation for the seating arrangement, the number of students in one group, the materials as
well as its technique. The materials should be relevant with the students' level of proficiency, age and interest.

b. The teacher should tell the students about the role of the leader, the secretary, and how to act with the role informations given in each group. Furthermore, she should explain the way to overcome the problem that might appear during the simulation game.

c. In order that the students' speaking ability can be improved, the teacher should not correct every mistakes made by the students because corrections by the teacher may interrupt the students' flow of ideas. If she as a conscientious teacher, feels compelled to note mistakes made during the simulation game, the writer would recommend that she does it secretly and those mistakes can be reviewed at the end of the simulation game.

The writer realize that this study is still theoretical. She hopes that a further research can be held to implement the simulation game which is suggested here.
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