

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

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 leaning 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.

## **BIBLIOGRAPHY**

## BIBLIOGRAPHY

- Abbot, Gerry. 1981. The Teaching of English as an International Language. A Practical Guide. London: William Collins Sons and Co. Ltd.
- Bloomfield, Leonard. 1976. Language. London: Allen and Unwin.
- Boocock, Sarane S and Schild, E.D. 1968. Simulation Games in Learning. California: Sage Publications, Inc.
- Brooks, Nelson. 1966. Language and Language Learning. New York: Hair court Brace and Company Inc.
- Brouthton, Geogeffry, at all. 1978. Teaching English as a Foreign Language. London: Routledge & Regan.
- Brown, James W., Harcleroad, Fred F., Lewis, Richard B. 1977. Av Instruction, Technology, Media, and Methods. New York: Mc. Graw Hill Book Company, Inc.
- Chastain, Kenneth. 1978. Developing Second Language Skill, Theory to practice. New York: Houghton and Mifflin Company.
- Chenfield, Mimi Broadsky. 1978. Teaching Language Arts Creatively. New York: Hair court Brace Javanovich Company Inc.
- Chu Wong, Chiung. 1983. Role-Plays in the English Classroom. English Teaching Forum, January 1983. Volume XXI, Number 1.
- Clark, Leonard H. and Starr, Irving S. 1981. Secondary and Middle School Teaching Methods. USA: Mac Millan Publishing Co., Inc.
- Cooper, Robert L. 1978. An Elaborated Language Testing Model. in John Munby. Communicative Syllabus Design. Cambridge University Press.
- Crookall, David and Rebecca L. Oxford. 1990. Simulation, Gaming, and Language Learning. New bury house Publishers.
- Dawson, Mildred A., Marian Zollinger and Ardell Elwell. 1963. Guiding Language Learning. New York: Hart Court, Brace and World Inc.

- Finocchiaro, Mary. 1974. English as a Second Language: From Theory to Practice. Regents Publishing Company, Inc.
- Finocchiaro, Mary. 1973-1978. "Developing Communicative Competence: A TEFL Antalogy". English Teaching Forum.
- Finocchiaro, Mary and K. Brumfit. 1983. The Functional & National Approach From Theory to Practice. New York: Oxford University Press.
- Hall, Robert A. Jr. 1966. New Ways to learn a foreign Language. New York: Bantam Books Inc.
- Jones, Ken. 1982. Simulations in Language Teaching. Cambridge University Press.
- Jones, Leo. 1983. Eight Simulation. London: Cambridge University Press.
- Joyce, Bruce. and Weil, Marsha. 1980. Models of Teaching. New Jersey: Prentice Hall, Inc, Englewood Cliffs.
- Krashen, Stephen D. 1982. Principles and Practice in Second Language Acquisition. New York: Fairview Park, Elmsford.
- Littlewood, William. 1981. Communicative Language Teaching. London: Cambridge University Press.
- Nababan, PJW. 1984. The Communicative Approach and the Teaching of Reading in TEFL Situation. IKIP Malang.
- Nasr, Raja T. 1984. The Essential of Linguistic Science. Longman. London.
- Paulston, Christina B., and Bruder, Mary N. 1976. Teaching English as a Second Language: Techniques and Procedures. Cambridge Massachusetts: Wintrop Publishers. Inc.,
- Rajan, BR Sundara, and Mc Kelvie, Neil A. 1985. using Simulations in Teaching A Demonstration. Guidelines, December.
- Richard, Jack C and Theodore S. Rodgers. 1986. Approach and Method in Language Teaching. London: Cambridge University Press.
- Rivers, Wilga M. 1968. Teaching Foreign Language Skills. Chicago. The University of Chicago Press.

- Rivers, Wilga M. 1983. Communicating Naturally in a Second Language. New York: Cambridge University Press.
- Rivers, Wilga M. 1987. Interactive Language Teaching. New York: Cambridge University Press.
- Rogers, Theodore S. 1981. A Framework for Making and Using Language Teaching Games. Guidelines for Language Games, June.
- Savignon, Sandra J. 1973-1978. "Teaching for Communication: A TEFL Anthology". English Teaching Forum.
- Savignon, Sandra J. 1980. Teaching for Communication, A TEFLIN Anthology. Selected Articles from the English Teaching Forum. Washington DC.
- Savignon, Sandra J. 1983. Communicative Competence: Theory and Classroom Practice. Addison Wesley Publishing Company, Inc.
- Stevick, Earl W. 1982. Teaching and Learning Languages. Cambridge University Press.
- Troyka, Lynn Quitman, and Nudelman, Jerrold. 1975. Taking Action. Englewood Cliffs, New Jersey: Prentice Hall, Inc.
- Widdowson, Henry G. 1978. Teaching Language as Communication. Oxford: Oxford University Press
- Widdowson, Henry G. 1984. Teaching Language as Communication. Oxford: Oxford University Press
- Wilkins, D.A. 1979. Second Language Learning and Teaching. London; Edward A. Nold.