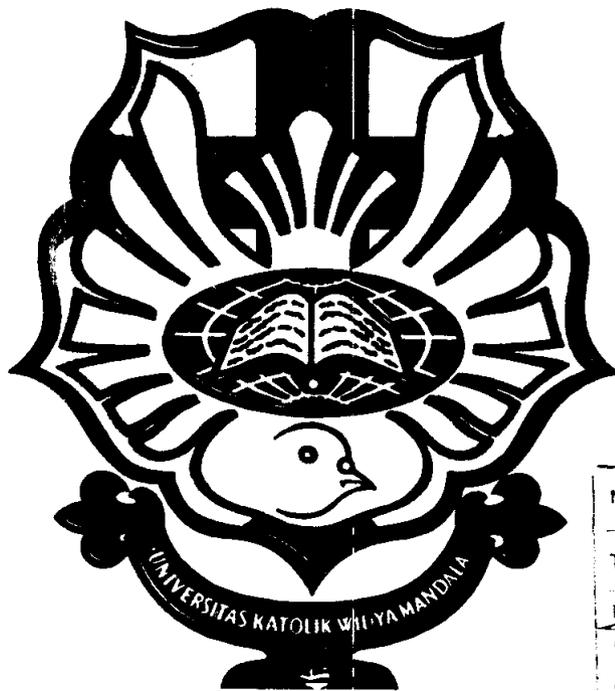


A SUGGESTED TECHNIQUE TO TEACH SPEAKING BY MEANS OF SIMULATION GAME AT THE UNIVERSITY LEVEL

A THESIS

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



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JANUARY, 1999**

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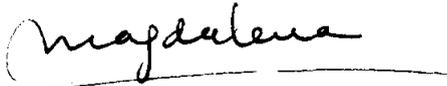
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(2)

This thesis has been examined by the Committee on Oral Examination with a grade of on January 16, 1999

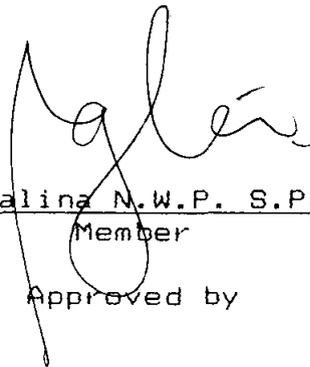
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ACKNOWLEDGEMENT

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		iii
TABLE OF CONTENT		iv
ABSTRACT		vi
CHAPTER I INTRODUCTION		1
1.1 Backgroud 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 Sociolinguistic competence .		13
2.3.3 Discourse competence		13
2.3.4 Strategi 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	33
4.1 Preparation	33
4.1.1 Teacher's preparation at home	33
4.1.1.1 Choosing topics ..	33
4.1.1.2 Assigning roles and arranging groups .	34
4.1.1.3 Organizing time and arranging the needed space	35
4.1.2 Students' preparation at home	36
4.1.3 Preparation in class	36
4.2 Doing the simulation game	37
4.3 Evaluation	44
 CHAPTER V CONCLUSION AND SUGGESTION	 46
5.1 Conclusion	46
5.2 Suggestion	47

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.