

# **LANGUAGE GAMES IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE**



## **A THESIS**

submitted to the Tarbiyah Faculty of  
the State Institute of Islamic Studies  
Sunan Kalijaga Yogyakarta

to fulfil one of the requirements of  
getting the Doctoranda Degree  
in Tarbiyah Islamiyah

*by*

**LABIBAH**

August 1992

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Hoping the thesis will soon be examined in a muna-  
qosyah meeting, we are thankful to the dean.

Wassalamualaikum Wr. Wb.

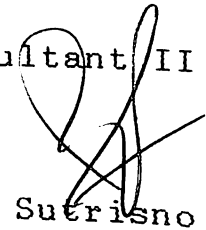
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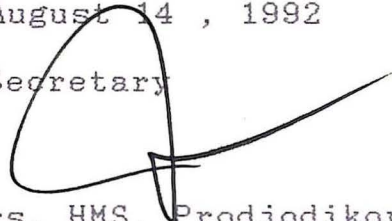
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## MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ  
قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا (الكهف : ١٨)

"Say, if every ocean became ink for the words of my Lord, surely, the ocean would be exhausted before the words of my Lord were exhausted, even though we brought the like thereof as further help". ( Al Kahf : 109 )<sup>1</sup>

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<sup>1</sup>Malik Ghulam Farid, The Holy Qur'an English Translation and Commentary, (Pakistan : The Oriental And Religious Publishing Cooperation Ltd. First Edition, 1969), p. 639.

## **A PRESENTATION**

THIS THESIS IS PRESENTED TO

1. Abah, Zain .A. Yahya
2. ibu , Ni'mah Yahya
3. My Grandmother, Bu Yah
4. My Dearest Sisters, Emma and Ella

## PREFACE

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
الْحَمْدُ لِلَّهِ الْقَائِلِ قُلْ إِنَّ صَلَاتِي وَنُسُكِي وَمَحْيَايَ وَمَمَاتِي  
لِلَّهِ رَبِّ الْعَالَمِينَ ۝ وَالْحَمْدُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ  
وَالرَّسُلِينَ ۝ وَعَلَى آلِهِ وَاصْحَابِهِ أَجْمَعِينَ ۝ آمَنَ بَعْدُ ۝

All praises are only to Alloh SWT who has given the writer some guidances by which she has been able to compose this thesis entitled "LANGUAGE GAMES IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE".

This thesis is composed to fulfil one of the requirements for getting the Doctoranda Degree in the English Department, Tarbiyah Faculty, State Institute of Islamic Studies "Sunan Kalijaga" Yogyakarta.

In this occasion, the writer is greatly thankful to:

1. Drs. Agus Mirwan, the Dean of Tarbiyah Faculty .
2. Prof.Drs. Muhammad Zein in his capacity as the Chief of Tadris Departement and the first consultant.
3. Drs. Sutrisno in his capacity as the second consultants.
4. All the lecturers who have taught the writer many kinds of sciences.

## TABLE OF CONTENTS

	Page
PAGE OF TITLE .....	i
SERVICE NOTE .....	ii
RATIFICATION .....	iii
MOTTO .....	iv
PRESENTATION .....	v
PREFACE .....	vi
CONTENTS .....	vii
CHAPTER I : INTRODUCTION	
A. Confirmation of the title .....	1
B. Background of the Problems .....	4
C. Formulation of The Problems .....	14
D. Reasons in Choosing the Title .....	14
E. Objectives and Uses of the Writing ..	15
F. Methods of Discussion .....	15
G. System of Discussion .....	17
CHAPTER II : THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE	
A. The nature of Language .....	19
B. The Nature of Learning and Teaching a Language .....	31
C. The Teaching of English as a Foreign Language .....	38
1. The Teaching of Speaking .....	39

2. The Teaching of Listening .....	44
3. The Teaching of Reading .....	48
4. The Teaching of Writing .....	52
D. Variables in the Teaching of English as a Foreign Language .....	56
CHAPTER III. LANGUAGE GAMES IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE	
A. The Nature of Language Game .....	63
B. The Goals of Language Game .....	64
C. Language Games In The Classroom ...	67
D. Integrating Language Games Into the Lessons .....	68
E. Factors Influencing Language Games .	72
1. Situations .....	72
2. Rules of The Games .....	73
3. Players .....	73
4. Leader of The Games .....	75
CHAPTER IV. : KINDS OF LANGUAGE GAMES	
A. Language Games For Different Stages	76
1. Language Games For Elementary Level .....	76
2. Language Games For Intermediate Level .....	78
3. Language Games For Advanced Level.	80



B. Language Games For Specific Purposes. ....	82
1. Language Games For Reading .....	82
2. Language Games For Vocabulary ....	83
3. Language Games For Structure .....	86
4. Language Games For Conversation ..	88
5. Language Games For Writing .....	89
6. Language Games For Listening .....	91
CHAPTER V. : THE BENEFITS AND PROBLEMS IN USING LANGUAGE GAMES	
A. The Benefits .....	93
B. The Problems .....	94
CHAPTER VI. : CLOSING	
A. Conclusions .....	96
B. Suggestions .....	97
C. Closing .....	98
BIBLIOGRAPHY	
APPENDIXES	
CURRICULUM VITAE	

## CHAPTER I.

### INTRODUCTION

#### A. THE CONFIRMATION OF THE TITLE

In order to avoid misunderstanding of what the title actually means and to restrict its scopes, the writer would like to discuss each of the words consisting the title. Striving for its meaning used in this thesis, each of the words will be discussed both in its lexical or dictionary sense and terminology sense. Those words to discuss are language, language games, teaching, and foreign language.

Language. In its lexical sense, language means "human communication of knowledge, ideas, etc. using a system of sound symbols".<sup>1)</sup> In its terminology sense, language may be defined as "a system of communication"<sup>2)</sup> or "an instrument of communication"<sup>3)</sup> or "an arbitrary system of articulated sounds made use of by a group of people as a means of carrying on the affairs....

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<sup>1)</sup>AS Hornby, Oxford Advanced English Dictionary of Current English, (Oxford University Press, 1974), p. 209.

<sup>2)</sup>Robert Lado, Language Teaching, (New York : McGraw Hill, 1964), p. 12.

<sup>3)</sup>Ronald W Langacker, Language and Its Structure, (New York : Harcourt Brace Jovanovitch, 1964), p. 23.

affairs of their society"<sup>4)</sup>. In purpose of meeting the need of the thesis discussion, the lattest meaning has been presumed to be one of the representative meanings of language.

Language games. Games is a plural form of game. In its lexical sense, game means "form of play, sport, especially with rules".<sup>5)</sup> In this thesis proposal, the games are aimed at being media of teaching. Thus, language games may mean "plays which function as media of training language skills".<sup>6)</sup>

Teaching. The word teaching derives from a verb to teach. Teaching is the gerund form of to teach which, in its lexical sense, means "to give instruction to someone, to cause someone to know or be able to do something, or to give knowledge, skill to someone, or to give lessons at schools."<sup>7)</sup> In its terminology sense, teaching may mean "a set of activities which is meant to help students enable to learn", or, in Marvell's words, "the organization of learning to achieve ...

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<sup>4)</sup>W. Nelson Francis, The Structure of American English, (New York : Grune & Stratton, 1958), p. 16.

<sup>5)</sup>Hornby, Op. Cit., p. 154.

<sup>6)</sup>See also : Soeparno, Media Pengajaran Bahasa, (Yogyakarta : P3 IKIP Yogyakarta, 1980), p. 60.

<sup>7)</sup>Hornby, Op. Cit., p. 358.

achieve its desired goals".<sup>8)</sup>

English. In its lexical sense, English is a language which is spoken natively in the United States of America, England, and areas previously controlled by Great Britain pertaining to the English language.<sup>9)</sup> In this thesis, English mostly if not totally refers to the English taught and learned at schools, universities, and other institutions in Indonesia.

Foreign language. In its lexical sense, foreign means "of, in, from another country", or "not one's own".<sup>10)</sup> A foreign language, thus, means a foreign language that comes from another country. French, Arabic, English are foreign languages in Indonesia.

Based on the above explanation, the writer would like to conclude, in brief, that the discussion to occur in the thesis will be that on :

1. Language games, i.e. games that function as media of training language skills.
2. When those language games are involved in the teaching of English, i.e. the teacher-students contacts and activities designed and conducted to train the skills of English.

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<sup>8)</sup>Marvell J.L., Successful Teaching, (Tokyo : Mc Graw Company, without date), p.18.

<sup>9)</sup>Hornby, Op. Cit., p. 285

<sup>10)</sup>Ibid, p. 337.

3. The English is treated as a foreign language.  
It is used, learned and taught as a foreign language.

## B. THE BACKGROUND OF THE PROBLEMS

Among other foreign languages, English is the foreign language most educated people in Indonesia ever learn. State or public schools as well as private schools list English in their teaching curriculums. the inclusion of English in the curriculum contents may be pushed by the importance of English in the globe links, especially in the fields of science and technology. The mastery of English for Indonesians is therefore extremely crucial. It even is an important factor which may give much contribution to the process of the nation development in its all aspects. It is for this reason that educators maintain the teaching of English. In fact, the teaching of English more often lets no desired ends, however.

The teaching of English, to be appropriately conducted, must among other things concern with *approach, methods, and techniques*. These three hierarchic elements must be well understood by language teachers since they will otherwise raise a blur on what they ...



language.<sup>12)</sup>

1. Language is a system of meaning expressions.
2. The primary function of language is for interaction and communication.
3. Language structure reflects its functional and communicative uses.
4. The basic units of language are not only its grammatical characteristics but also its functional and communicative categories of meaning.

According to the communicative language teaching, learning a language is learning to use the language for communication. Its goal is not only the mastery of the language structure but also its use for communication.<sup>13)</sup>

The assumption that learning a foreign language is learning to use the target language for communication or learning to communicate using the target language, at least, raises one question : what is meant by communication? In fact, communication concerns with more than matters of decoding and encoding ideas in a conversation.

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12) Henry Guntur Tarigan, Metodologi Pengajaran Bahasa, (Jakarta : Depdikbud, 1989), p. 284

13) Syahrudin Kaseng, Linguistik Terapan : Pengantar menuju Pengajaran Bahasa yang Sukses, (Jakarta: Depdikbud 1989), p. 145-146.

conversation. In Savignon's view, communication is a continuous process of *expression, interpretation, and negotiation*. Expression is concerned with decoding ideas and therefore sources from the speaker in a conversation type of communication. Interpretation is concerned with encoding ideas and therefore sources from the listener. In communication, there may be times when the meaning the speaker intends and the meaning he conveys are not the same. He may use the meaning he can of the symbolic system he knows, but the meaning he conveys depends on others who share an understanding of these symbols and who may or may not interpret them as he intends.<sup>14)</sup>

The third element in communication is negotiation. Savignon gives an illustration as follows.

Whereas a whimper will suffice to bring a mother running with a clean diaper and warm milk in one instance, sustained screaming over long stretches of time will be ineffectual in another. We learn, then, that meaning is never one-sided. Rather, it is negotiated between the persons involved.<sup>15)</sup>

In learning a foreign language, then, students learn to master these elements of communication, using  
the ...

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14) Sandra J. Savignon, Communicative Competence: Theory and Classroom Practice, (Addison - Wesley Publishing Company, 1983), p. 8

15) Ibid, p. 4

the foreign language as a tool. The capability to master these elements is usually called communicative competence. According to Savignon, communicative competence includes four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.<sup>16)</sup> In this respect, the goal of foreign language teaching is to develop this communicative competence. In developing this competence, language teachers may, in accordance with their individual taste and interest, differ in techniques despite the fact that they may share the same approach and method.

Regardless of the techniques they may prefer and use, language teachers must concern with, among others, seeking some ways to liven up the classroom situation. The importance of classroom atmosphere in language learning is obvious. Via says:

In order to have such a language lab where the students feel free to experiment with the language while in the process of learning it, we must provide a classroom atmosphere that is conducive to such experimentation. This means that we must make our classroom as free of threat as possible. One doesn't have to read very many journal articles on the subject of language teaching to discover atmosphere can be the biggest hindrance to successful language learning."<sup>17)</sup>

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16) Ibid , p. 35

17) Richard A Via, Drama and Self in language Learning, English Teaching Forum, (July, 1985), p. 14.

When a language teacher is in the classroom, his immediate need is how to create a conducive classroom situation in which he chances to present the prepared material that can be accepted by the students with ease, courage, and of course, success.

Teaching activity is actually a dual activity : teaching in one side, learning in another. The first sources from the teacher, the second from the the students. It often happens that the students individually burst into private enjoyments, paying no cares and attention to what is (or should be) actually going on, and consequently creating unexpected situation. In the such situation, the teacher is actually "playing a monologue" rather than teaching. Its possible result is surely obvious: a failure. Any teaching activity will be in vain when the students, to which the activity is favoured, pay no attention to what is going on.<sup>18)</sup> One of the functions of language games is to make possible such a situation stays absent. It is one way, of course, besides some other possible ways, to keep the students' attention.

To encourage the use of language games by no means assumes that the success of language teaching lies on only ...

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18) See: Agus Mirwan, Teori mengajar, (Yogyakarta: Sumbangsih Offset, 1989), p.9

only the best strategy of presenting the material and attentive response to it, but the joy in learning a language, which language games provide, is undeniable to have great value. The Total Physical Response Method, notes that learning a foreign language effectively needs good, unstressed mental condition and physical movements.<sup>19)</sup> This, to some extent, may mean that the better way to learn a foreign language is to learn it with joy.

Games actually have never been separated away from human life. Children, youngsters, adults all enjoy games. Of course, the games that they like differ from a group of ages to another. Children, for instance, generally enjoy kites very much, while adults prefer kinds of games that need thinking in playing, like "bridge", etc..

It is reasonable then, that many writers and professional teachers suggest the use of language games in language teaching. Don Byrne, for instance, suggests "hiding and finding", conversation gambirt", etc.<sup>20)</sup>

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<sup>19)</sup>Quoted from Dr. E. Satdono, Antologi Pangajaran Bahasa Asing Khususnya Bahasa Inggris, (Jakarta: Depdikbud, 1989), p. 130.

<sup>20)</sup> See: Donn Byrne, Teaching Oral English, (Longman Group Ltd,, 1976), p. 100



For adult learners, Roberta Vann suggests "ice breakers" and "midterm pickups".<sup>21)</sup> And there are many other kinds of language games spreading in magazines and a great number of books.

Besides providing joys, language games may also leave deep impressions, stimulate the rise of conducive class atmosphere, which are points of importance in achieving the desired goals.

That language games, when played, provide the pupils with joys is surely obvious, since they are otherwise disregarded as "games". Soeparno notes two points, in this case. First, language games are aimed at gaining enjoyments. Second, they are aimed at mastering a particular skill of language. Both must be in the confine of language games. Any game which is capable of raising enjoyments but which cannot train language skills, or the reverse, is excluded and is therefore out the point.<sup>22)</sup>

A further observation on language games will lead us to the fact that they also provide the pupils with deep or strong impression. The reason may come from the fact . . .

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21) See: Roberta Vann, Language Games for Adults, English Teaching Forum (October, 1977), p. 44

22) Soeparno, Log Cit.

fact that language games not only provide but also require activities and some visual aids (card, pictures, etc.). The use of visual aids is to leave deep impression in the side of the students. And the activities, which are recommended by the Communicative Language Approach are in most cases communicative activities. This method of teaching, for instance, notes two kinds of communicative activities: functional communicative activities and social interaction activities. The first term notes that, by using the language, someone can give information and work the data. Included in the second term is dialogue and role-playing, simulation and games, funny short play, etc.<sup>23)</sup> There is still one thing : one of the characteristics of the Communicative Language Teaching is to encourage the students to interact with others either in group or pairs, spoken or written.<sup>24)</sup> This courage of interaction is, in considerable portion, provided by language games even in its authentic form. Savignon says:

There are a variety of classroom activities that not only encourage but require spontaneous language use in the classroom. Role-plays, discussion topics, and games (underlined by the writer) all represent strategies for providing the emotional involvement necessary for authentic

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<sup>23)</sup> Henry Guntur Tarigan, Metodologi Pengajaran Bahasa, (Jakarta: Depdikbud, 1989), p. 276.

<sup>24)</sup> Ibid., p. 278.

interaction.<sup>25)</sup>

Anyway, the success of English teaching is influenced by many factors. One of them is motivation. How to increase students' motivation has been a point of interest for language teachers. In doing so, however, they do not find its simple task not only because it concerns with personality but also students individually differ in needs and interests. Still, language teachers have to do with it since their primary task is to help the students experience successful learning. Everything concerns with the student in terms of language teaching and learning must also be the concern of language teachers. So must be seeking ways of increasing students' motivation. The use of language games represents the alternative effort of language teachers in this respect, not only because it has values but also it needs creativities of the language teachers. After all, teaching is a creative work. Instead of bathing the student with rules or the likes to keep them stay away from unmotivated condition, it is much better to lead them into situation which by itself supplies them with increasing motivation and challenge. This is made possible by the use of language games.

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<sup>25)</sup> Sandra J. Savignon, Communicative Competence: Theory and Classroom Practice. (Addison- Wesley Publishing Company, 1983), p. 191.

### C. FORMULATION OF THE PROBLEM

Based on the background of the problems described above, the writer would like to determine the sequence of the problems in the form of problem formulation as follows :

1. How to involve language games in the process of language teaching ?
2. What are the considerations of using language games ?
3. What are the kinds of language games suiting the teaching of English as a foreign language ?
4. What are the better ways of using language games in teaching English as a foerign language ?
5. What are the problems and the benefits in it ?

### D. REASONS IN CHOOSING THE TITLE

The reasons which encourage the writer to choose the title are :

1. There are a lot of language games which are not only suit language teaching but also necessary in achieving the desired goals of language teaching.
2. Despite these benefits, English teachers in many schools are very often reluctant to make use of language games either in class sessions or as extra-class activities.
3. the writer herself is extremely interested in the topic.

the topic.

#### E. OBJECTIVES AND USES OF THE WRITING

The writing is intended to serve the following objectives :

1. To encourage English teachers to use language games in teaching.
2. To find out the rationales, benefits and problems in using language games.
3. To make some contributions in enriching references in the field of language teaching.
4. To fulfil one of the requirements for deserving academic degree from Tarbiyah Faculty.

The uses which the writing may serve are :

1. As a reference for English teachers who are interested in the use of language games.
2. As a basic report for further research or discussions.
3. As a courage for English teachers to teach creatively using language games.

#### F. METHODS OF DISCUSSION

This thesis is aimed at being a librarial thesis or research of which the data will come from librarial resources. This means that the writer will...



will collect data and information concerning the primary problem or topic as much as possible to be analysed or discussed. Hoping good analyses and discussions, the writer would like to use the three methods of discussion commonly used in scientific writings:<sup>26)</sup>

1. Inductive method : A method of thinking in which conclusions come from specific events or facts and will apply to the general ones.
2. Deductive method : A method of thinking in which conclusions, in contrast with the Inductive method, will come from general facts and will apply to the specific ones.
3. Comparative method : A method of thinking in which facts are compared to let out conclusions.

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<sup>26)</sup> Sutrisno Hadi, Metodologi Reasech, (Yogyakarta: Yayasan Penerbitan Fak. Psikologi UGM, 1980), p. 42.

## G. SYSTEM OF DISCUSSION

This thesis is divided into six chapters, arranged systematically in order to be easily understood by the readers. Those chapters are:

Chapter One : Introduction

It covers confirmation of the title, background of the problem, formulation of the problem, reasons in choosing the title, objectives and uses of the writing, methods of discussion, and system of discussion.

Chapter Two : The Teaching of English as a Foreign Language.

It discusses the nature of language, the natures of learning and teaching a language, the teaching of English as a foreign language, and variables in the teaching of English as a foreign language.

Chapter Three : Language Games in the Teaching of English as a Foreign Language.

It explains the nature of language games, the goal of language games,

language games in the classroom, integrating language games into the lessons, and factors influencing language games.

Chapter Four : Kinds of Language Games

It gives examples of language games for different stages and examples of language games for specific purposes.

Chapter Five : The Benefits and Problems.

It explains the benefits and problems in using language games in the teaching of English as a foreign language.

Chapter Six : Closing

It consists of conclusions, suggestions, and closing.

## CHAPTER VI

### C L O S I N G

#### A. CONCLUSIONS

So far, the writer has tried hard in her maximum capacity to elaborate the primary ideas of this thesis, which basically consists of five points of thinking as set forth in the formulation of the problems.

Without any aim at disturbing, not even altering, any piece of conclusion which individual reader may have already drawn from this thesis, the writer would like to conclude as follows :

1. To involve language games in the process of language teaching, the teachers need the equipments or aids such as cards, pictures, lists, etc. These should be made either available or familiar to the students so as to facilitate the work of language games.
2. The main consideration of using language games sources not only from the fact that most students enjoy them but also from the fact that language game is one of the language teaching media which is either cheap or fruitful.
3. Language games can be classified into :
  - a. Language games for different stages of learning, i.e. for elementary, intermediate, and advanced level.

- b. Language games for specific purposes, i.e. for reading, vocabulary, structure, conversation, writing, and listening.
4. The better way of using language games is to integrate them into the lessons.
5. There are the benefits and problems in using language games . Because the problems are not fundamental, a creative teacher will be able to anticipate them.

## B. SUGGESTIONS

1. The English language teachers should make use of language games in achieving the desired goals of English teaching and learning.
2. The use of language games should not be too often so as to keep the students avoided of boredom.
3. To support the use of language games, it is important to establish working groups such as small group, discussion group, etc., in which language games can be exploited to their largest benefit.
4. In using language games, the teacher should care much with the class atmosphere, as it contributes much to the success of the use of language games.

### C. CLOSING

Alhamdulillah, this thesis is finished. The writer admits that she would not have finished this thesis without the mercy of Alloh.

The writer is sure to have made many mistakes here and there in this thesis, so the writer apologizes for these and hopes much help and critic from the **readers** in order to make this thesis better.

\*\*

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DEPARTEMEN AGAMA R I  
I A I N "SUNAN KALIJAGA"  
Fakultas : Tarbiyah  
Yogyakarta

BUKTI SEMINAR PROPOSAL SKRIPSI

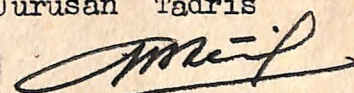
Nama Mahasiswa : Labibah  
Nomor Induk : 04873816 Jurusan Tadris Bahasa Inggris  
Semester ke X Tahun Akademik : 19 91 / 19 92  
Telah mengikuti Seminar Proposal Skripsi Tgl. 19/3/92 / d -  
Judul Skripsi : " Language Games In The Teaching Of English  
As A Foreign Language "

Selanjutnya, kepada Mahasiswa tersebut supaya berkonsultasi kepada Pembimbingnya berdasar hasil-hasil Seminar untuk penyempurnaan Proposalnya itu.

Yogyakarta, 21 Maret 19 92



K e t u a  
Jurusan Tadris

  
Prof. Drs. Moh. Zein  
Nip. 150105277



INSTITUT AGAMA ISLAM NEGERI  
" SUNAN KALIJAGA "  
**FAKULTAS TARBIYAH**  
Jl. Adisucipto Yogyakarta, Telp. 3056

BUKTI SEMINAR PROPOSAL

Nama Mahasiswa : L A B I B A H

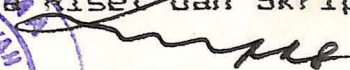
No. Induk : 04873816 Jurusan : Tadris, BING Semester ke : X


Tahun Akademi 19 91 / 19 92

Telah mengikuti Seminar proposal riset Tgl : 18 s/d 21 maret'92

Judul Skripsi : LANGUAGE GAMES IN THE TEACHING OF ENGLISH AS  
A FOREIGN LANGUAGE

Selanjutnya, kepada mahasiswa tersebut supaya ber konsultasi kepada Pembimbingnya berdasar hasil-hasil seminar untuk penyempurnaan proposalnya itu.

Yogyakarta, 26 Maret 1992  
Bina Riset dan Skripsi  
  
Drs. Rahmat Suyud  
NIP : 150 037 930





**SURAT PERMOHONAN IZIN  
JUDUL SKRIPSI**

Kepada  
Yth. Bapak Dekan Fak. Tarbiyah  
IAIN Sunan Kalijaga  
Y o g y a k a r t a

Assalamu'alaikum wr.wb

Dengan hormat, bersama ini saya Mahasiswa Fak. Tarbiyah IAIN Sunan

Kalijaga : N a m a : L A B I B A H NIM : 04873816

Jurusan : Tadris B.Ingggris Semester ke : X Masuk IAIN Tahun

Akademi 19 87/19 88

Mengajukan judul dan proposal Skripsi, guna melengkapi persyaratan penyelesaian Program S1.

Adapun judul yang kami ajukan adalah :

LANGUAGE GAMES IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

Dengan Dosen Pembimbing Bapak/Ibu : Prof.Drs.M.Zein/ Drs. Sutrisno  
Atas persetujuan judul dan Dosen Pembimbing, kami mengucapkan terima kasih.

Wassalamu'alaikum wr. wb.

Mengetahui

Bina Riset dan Skripsi



Drs. Rahmat Suyud  
NIP : 150 037 930

Menyetujui  
Pembimbing I

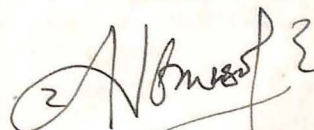


Prof. Drs. M. Zein  
NIP : 150 105 277  
Disetujui Oleh Dekan  
Fakultas Tarbiyah IAIN "SUKA"  
Yogyakarta  
Pada Tanggal : 27 Maret 1992



Mirwan  
NIP : 150 007 798

Yang mengajukan



Labibah

Menyetujui  
Pembimbing II



Drs. Sutrisno  
NIP : 150 240 526

Mengetahui  
Ketua Jurusan



Prof. Drs. M. Zein  
NIP : 150 105 277



DEPARTEMEN AGAMA RI  
IAIN "SUNAN KALIJAGA"  
FAKULTAS : TARBIYAH  
YOGYAKARTA.

Nomor : IN/I/P P 000/1275/92

Lamp. : \_\_\_\_\_

M a l : Pemunjukkan Pembimbing  
Skripsi.

Kepada Yth.:

Bapak/Ibu Prof. Drs. M. Zein

Drs. Sutrisno

Dosen Fak. Tarbiyah IAIN

Sunan Kalijaga

Yogyakarta.

Assalamu'alaikumw.w.

Berdasarkan hasil rapat Pimpinan Fakultas Tarbiyah IAIN Sunan Kalijaga  
Yogyakarta dengan ketua-ketua jurusan pada tanggal : 11 - 14

Februari 1992 perihal pengajuan Proposal Skripsi mahasiswa

Program S K S tahun akademik 1991/1992, setelah Proposal ter-

sebut dapat di setujui Fakultas, maka Bapak / Ibu Drs. M. Zein & Drs. Sutris

telah ditetapkan sebagai Pembimbing Skripsi Saudara:

L a b i b a h

N I M : 04873316

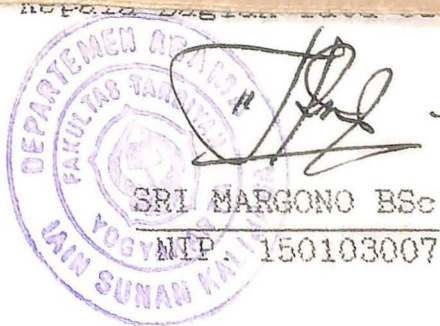
Dengan Judul :

Language Games in The Teaching of English as a  
Foreign Language

Demikian agar menjadi maklum dan dapat Bapak/Ibu laksanakan  
dengan sebaik baiknya.

CATATAN :

Dimohon hadir tepat pada waktunya  
(15 Menit sebelum munagosyah dimulai)





DEPARTEMEN AGAMA RI  
IAIN "SUNAN KALIJAGA"  
FAKULTAS : TARBIYAH  
YOGYAKARTA.

Nomor : IN/I/P P 000/1275/92

Lamp. : \_\_\_\_\_

Hal : Pemunjukkan Pembimbing  
Skripsi.

Kepada Yth.:

Bapak/Ibu Prof. Drs. M. Zein

Drs. Sutrisno

Dosen Fak. Tarbiyah IAIN

Sunan Kalijaga

Yogyakarta.

Assalamu'alaikum w.w.

Berdasarkan hasil rapat Pimpinan Fakultas Tarbiyah IAIN Sunan Kalijaga  
Yogyakarta dengan ketua-ketua jurusan pada tanggal : 11 - 14

Februari 1992 perihal pengajuan Proposal Skripsi mahasiswa

Program S K S tahun akademik 1991/1992, setelah Proposal ter-

sebut dapat di setujui Fakultas, maka Bapak / Ibu Drs. M. Zein & Drs Sutrisno

telah ditetapkan sebagai Pembimbing Skripsi Saudara:

L a b i b a h . N I M : 04873816

Dengan Judul :

Language Games in The Teaching of English as a  
Foreign Language

Demikian agar menjadi maklum dan dapat Bapak/Ibu laksanakan  
dengan sebaik baiknya.

Wassalamu'alaikum w.w.

Yogyakarta, 17 Februari 1992

An. Dekan

Ketua Jurusan Tadris

Prof. Drs. M. Zein.

Tindakan kepada Yth.:


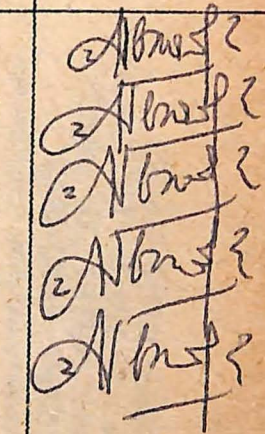
1. Bapak Ketua Jurusan Tadris.
2. Bina Riset/Skripsi.
3. Mahasiswa Ybs.



## KARTU BIMBINGAN SKRIPSI

Nama : Labibah  
 N I M : 04873816  
 Judul : Language Games in the English as a foreign language

ein

teri Bimbingan	T.T Pembimbing	T.T Mahasiswa
(4)	(5)	(6)
<p>sal sebelum seminar (acc.)</p> <p>sal setelah seminar (acc.)</p> <p>t ke-5 pada kesimpulan (acc.)</p> <p>ling dan susunan kalimat (acc.)</p> <p>ntar pada bab V The Benefits and Problems</p> <p>ling (acc.)</p>		

Yogyakarta, 30 Juli 1992  
 Pembimbing,

Prof. Drs. Muhammad Zein

NIP. 150105277

ALATIAN :

Diucapkan hadirir tepat pada waktunya  
 (15 menit sebelum magang dimulai)





DEPARTEMEN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI  
SUNAN KALIJAGA YOGYAKARTA  
FAKULTAS TARBIYAH

( 33 )

UNDANGAN SIDANG MUNAQOSYAH SKRIPSI PROGRAM S.K.S.

Nomor : IN/I/ST/00.09/14.M.8/1992

Assalamu'alaikum Wr. Wb.

Dengan hormat kami mohon kehadiran Bapak/Ibu/Saudara dalam sidang  
munaqosyah Skripsi, yang berjudul :

Terlampir dalam Naskah

Yang disusun dan diajukan oleh : LABIBAH  
Ths. Fak.Tarbiyah Th. Ak./Jurusan : X / BING  
Dengan Nomor Induk : 0487 3816  
Yang akan kami selenggarakan pada :

Hari dan Tanggal : J a m : Tempat/Ruang

JUM'AT, 14 AGUSTUS 1992 : 08.00 - 09.00 : R.No. 130

Dengan susunan Dewan Munaqosyah sebagai berikut :

No.	N a m a	Kedudukan Tugas sebagai
1.	Prof. Drs. Moh. Zein	Ketua Sidang
2.	Drs.HMS.Prodjodikoro	Sekretaris Sidang.
3.	Drs. Sutrisno	Pembb. Merangkap Penguji I
-		Pembb. merangkap penguji II
4.	Prof. Umar Asasudin Sokeh MA	Penguji I, dan
5.	Drs.DS. Mulyono	Penguji II.

Khusus bagi Bapak/Ibu/Saudara yang namanya tersebut pada nomor urut : 3, 4  
dan 5, bersama ini kami lampirkan formulir model : S.2.a. ( untuk diisi  
hilainya setelah munaqosyah selesai ).

Atas kehadliran Bapak / Ibu / Saudsara, kami ucapkan terima kasih.

Assalamu,alaikum Wr. Wb.

Yogyakarta, 11 AGUSTUS 1992

An. Dekan,  
Kepala Bagian Tata Usaha

CATATAN :

Dimohon hadir tepat pada waktunya  
(15 Menit sebelum munaqosyah dimulai)

  
SRI MARGONO BSc  
NIP. 150103007

8. MEUNMUNAQO



## CURRICULUM VITAE

N a m e : Labibah

Place, date of birth : Pekalongan, November 3, 1968 .

Religion : Islam

Name of Father : Zain A Yahya

Name of Mother : Ni'mah Yahya

Education : - MSI III Pekalongan, graduated  
in 1981

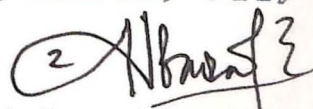
- MTsN Pekalongan, graduated in  
1984

- PGAN Pekalongan, graduated in  
1987

- Since 1987 she has been a  
student of English Department,  
Tarbiyah Faculty, State  
Institute of Islamic Studies  
Sunan Kalijaga Yogyakarta



Yogyakarta, July 31, 1992

  
( L a b i b a h )