

GAMES AS A MEANS OF TEACHING PRONUNCIATION AT THE UNIVERSITY LEVEL

A THESIS

In Partial Fulfillment of the Requirement
for the Sarjana Pendidikan Degree
in English Language Teaching



No. INDUK	1487/02
TGL TERIMA	13-12-2001
P H	
No. BUKU	FK-19 Rat g-1
N. P. KE	1 (satu)

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
DECEMBER, 2001**

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(1)

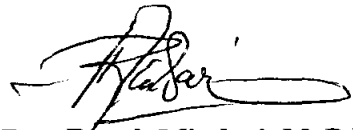
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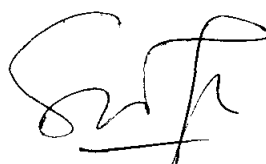
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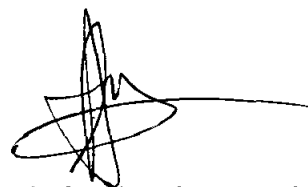
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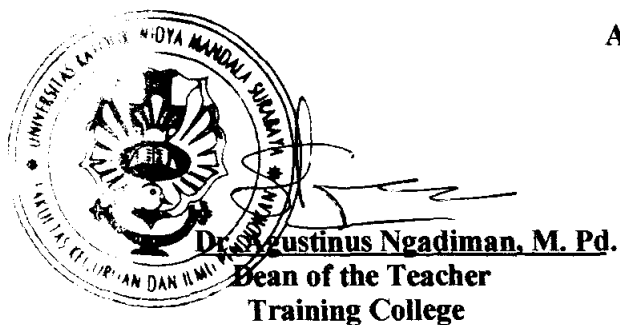
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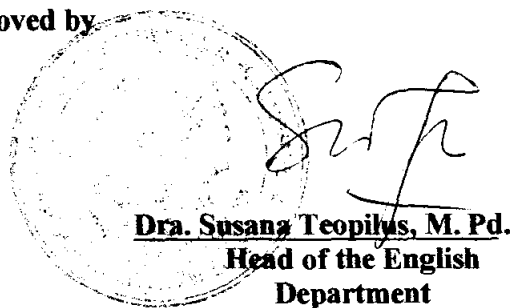


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ACKNOWLEDGEMENTS

First of all, the writer would like to thank you the almighty God for this blessing so that she can accomplish writing this thesis. Besides, the writer would like to express her gratitude and appreciation to the following persons who have helped her in everything concerning the accomplishment of her thesis.

In this occasion, the writer would like to express her deepest gratitude and great respect to Dra. M. N. Siti Mina Tamah, M. Pd as her first thesis advisor and Dra. Ruruh Mindari, M. Pd as her second thesis advisor, who have given their valuable time to guide and assist the writer in finishing this thesis.

Her gratitude also goes to all persons, especially her family and friends who have encouraged and helped her by giving their support that she could finish her study.

The writer believes that without all their help and guidance, this thesis would never be completed.

The Writer

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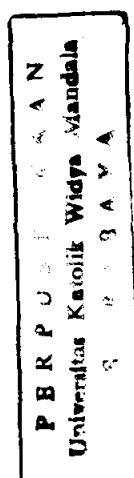
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ABSTRACT

Ratmaningsih. 1997. Games as a Means of Teaching Pronunciation at the University Level, Thesis, Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Katolik Widya Mandala Surabaya. Advisors: I. Dra. M. N. Siti Mina Tamah, M. Pd, II. Dra. Ruruh Mindari, M. Pd.

Language is a means of communication. Pronunciation as one of the language components is important in language learning. Good pronunciation is needed for the ease of communication. There are various aspects of English pronunciation, namely sounds, stress, rhythm, and intonation. A good knowledge of these aspects is important for understanding the language.

Pronunciation is often taught through drilling. Drilling is important in teaching pronunciation, but as the teacher always uses the same procedure during the lesson, it tends to make the students easily get bored. Therefore variety is needed in order to maintain the students' motivation and interest. Games bring variety and fun to teaching and learning and provide a relaxed classroom atmosphere. Many experts use language games in teaching learning activities because games have been proved to have a great deal of value. Games encourage students' participation and reduce the domination of the classroom by the teacher. Games also provide practice of certain language points without students being aware of this.

In this thesis, the writer proposes a technique to make the teaching of pronunciation more interesting by the means of games. The suggested pronunciation games cover various aspects of pronunciation, namely word stress, sentence stress, and intonation. These games provide various activities, from activities involving learners working individually to group and whole-class activities.

Since this study is not a field study, the writer hopes that the suggested games will be carried out in the classroom to make them become a real classroom experience and to prove their effectiveness as a means of teaching pronunciation at the university level.

The Writer