

**IMPROVING STUDENTS' SPEAKING ABILITY
THROUGH SIMULATION TECHNIQUE
(A Classroom Action Research at the Eight Grade Students of SMPN 19
Bengkulu Selatan in the Academic Year of 2017/2018)**

THESIS

**Submitted as a Partial Requirement for Degree of Sarjana
in English Study Program**



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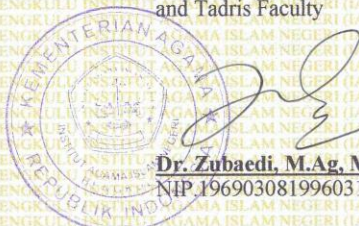
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MOTTOS

"So, in fact, with this difficulty, there is ease. Really, with that difficulty, there is convenience. "

(Q.S. Al-Insyirah: 5-6)

The best of you is the most contributing for people.

Always learn to new knowledge because the new knowledge do not come without you to be learn

-Ria Cristiana-

DEDICATION

The researcher would like to dedicate this thesis to:

1. Allah SWT, as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, mercy and healthy in finishing this thesis.
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ABSTRACT

Ria Cristiana. 2018. *“Improving Students Speaking Ability Through Simulation Technique (Classroom Action Research at Eight Grade Students of SMPN 19 Bengkulu Selatan in Academic Year 2017/2018)”*.

Thesis. English Study Program, Islamic Education and Tadris Faculty.

Advisor: 1. Dr. Ali Akbarjono, M. Pd. 2. Fera Zasrianita, M. Pd

Keywords: *Students’ speaking ability, simulation technique*

This study was conducted to improve the speaking ability through simulation technique of the eight grade students at *SMPN 19 Bengkulu Selatan*. The problem faced by students, namely not interested the English at all which make them hard to understand about speaking. And the student have difficulty in spelling and arranging the sentence. And also, the students are lack of self-confidence to speak English and use mother tongue in the speak English. The purpose of this research is to help students in speaking ability. This research was classroom action research (CAR), which consist of qualitative approach, namely in the form of students’ descriptions in speaking. And qualitative data is that students have significant abilities after using simulation technique. This study consist pre-assessment, cycle I, cycle II and cycle III. The subjects of this research consists of 25 students. The instrments of this research were observation checklist, field note, documentation and speaking test. Based on data analysis, the students’ mean score in pre-assessment 44,6, mean score of cycle I was 51, cycle II was 61,2, and the mean score of cycle III was 72,8. Thus, the researcher concluded that simulation technique was effective to improve students’ speaking ability.

ABSTRAK

Ria Cristiana. 2018. *“Meningkatkan Kemampuan Berbicara Siswa Melalui Teknik Simulasi (Penelitian Tindakan Kelas pada Siswa Kelas VIII SMPN 19 Bengkulu Selatan pada Tahun Ajaran 2017/2018)”*.

Tesis. Program Studi Bahasa Inggris, Pendidikan Islam dan Fakultas Tadris.

Penasihat: 1. Dr. Ali Akbarjono, M. Pd. 2. Fera Zasrianita, M. Pd

Kata Kunci: Kemampuan berbicara siswa, teknik simulasi

Penelitian ini dilakukan untuk meningkatkan kemampuan berbicara melalui teknik simulasi siswa kelas delapan di SMPN 19 Bengkulu Selatan. Masalah yang dihadapi oleh siswa, yaitu tidak tertarik pada bahasa Inggris sama sekali yang membuat mereka sulit untuk mengerti tentang berbicara. Dan siswa mengalami kesulitan dalam mengeja dan mengatur kalimat. Dan juga, para siswa kurang percaya diri untuk berbicara bahasa Inggris dan menggunakan bahasa ibu dalam bahasa Inggris. Tujuan dari penelitian ini adalah untuk membantu siswa dalam kemampuan berbicara. Penelitian ini merupakan penelitian tindakan kelas (PTK), yang terdiri dari pendekatan kualitatif, yaitu berupa deskripsi siswa dalam berbicara. Dan data kualitatif adalah bahwa siswa memiliki kemampuan yang signifikan setelah menggunakan teknik simulasi. Penelitian ini terdiri dari pra-penilaian, siklus I, siklus II dan siklus III. Subyek penelitian ini terdiri dari 25 siswa. Instrumen penelitian ini adalah lembar observasi, catatan lapangan, dokumentasi dan tes berbicara. Berdasarkan analisis data, skor rata-rata siswa dalam pra-penilaian 44,6, skor rata-rata siklus I adalah 51, siklus II adalah 61,2, dan skor rata-rata siklus III adalah 72,8. Dengan demikian, peneliti menyimpulkan bahwa teknik simulasi efektif untuk meningkatkan kemampuan berbicara siswa.

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Finally, the researcher realized that this research proposal was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, 2018

The researcher



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CHAPTER I INTRODUCTION

A. Background of Study

Language is method of human communication, either spoken or written. People will get misunderstanding each other and at the end communication will not run properly, if interaction occurs without language. According to Patel, Language is a medium through which one can express his ideas, thought, feeling and message.¹ As an indivisible aspect, it supports human to interact with each other to keep life run well. Basically, language is tool of communicating about what someone wants to say.

English is one of language used internationally in the world population. English consists of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second foreign language settings as a means of communication in daily life.

Speaking is the activity to product words or sentence orally. Through speaking people can have easy to communicate. According to Iisrohli Speaking is the productive skill of listening skill. This is an activity of producing words or sentences orally. From that skill, people can deliver their ideas, thought and opinion about the world. Through speaking, people have easy way to communicate with others directly or indirectly.² From this explanation that the aim of speaking is the best direct way to convey idea such as asking a question or giving explanation.

¹ M.F. Patel & Praveen M. Jain. *English Language Teaching Methods, Tools, and Techniques* (Jaipur: Sunrise Publisher, 2008, P.27

² Iisrohli Irawati. *Improving Student's Speaking Ability Through Communicative Language Games*, Magistra No. 18 Th. XXVI, ISSN 0215-9511, 2014, p. 26

Moreover, speaking ability is very important for people interaction through English where people almost speak every where and every day. So, English as a media people used of communication and it makes be easier in making interaction and communicating people who come from different countries. People able know what kinds of situations the word by speaking.

Furthermore, Teaching speaking is giving instruction a person to communicate and makes the speaker can deliver the oral message. Teaching speaking becomes the most challenging tasks in create an interactive skill of the students. It is because teaching speaking reflects to speak or used the target language directly. But, teaching speaking is not easy as its look on the appearance.

According to Maryam teaching speaking is to teach our learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, and use language as a means of expressing values and judgments.³

The 2013 curriculum has four aspects of assessment, namely aspects of knowledge, aspects of skills, aspects of attitude, and behavior. In the 2013 curriculum, especially in the learning material there is streamlined material and added material. Speaking ability is one skill must have to students in Junior High School, while it is mentioned in *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 21 tahun 2016 tentang K13 pelajaran Bahasa Inggris Sekolah Menengah*

³ Maryam Bahadorfar & Reza Omidvar. *Technology in Teaching Speaking Skill*, *Acme International Journal of Multidisciplinary*, Volume-II, Issue-IV, ISSN:2320-236X, 2014, P.10

Pertama /Madrasah Tsanawiyah, the scope is," Menunjukkan keterampilan menalar, mengolah, dan menyaji secara, kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif. It means students should be able to understand and apply speaking ability.

Based on the preliminary research that was conducted on 15th until 17th February 2018 at SMPN 19 Bengkulu Selatan. In this preliminary research, the researcher was helped by collaborator to find exact problems that encountered by the students and score that achieved by the students in term of their speaking ability before implementing simulation technique. Based on the preliminary research, it was found that there are some problems in teaching and learning Speaking at SMPN 19 Bengkulu Selatan.

The first come from the students, the students are not interested the English at all which make them hard to understand about speaking. And the student have difficulty in spelling and arranging the sentence. And also, the students are lack of self-confidence to speak English and use mother tongue in the speak English. After that, they are lack of practice because they do not have much chance to speak up. Besides that, students are still low of motivation. And the last that researcher seen, the teacher only give monotone technique and media in teaching learning process, that the students felt boring in their class.

From the facts above the researcher is interested in solving those problems and improving the speaking ability of eight grade students through simulation technique. The researcher will be applied in this action research because

simulation is entertaining, they motivated the students and increase them self-confidence of hesitant students.

According to Wongso Simulation is an extremely valuable for second learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur. Simulations simulate real life situations, while in role playing the participant is representing and experiencing some character type known in everyday life. Simulations always include an element of role play. Simulation clearly promotes effective interpersonal relations and social transactions among participants.⁴

The simulation can make the students active, creative and critical. Simulations stimulate real life situations and realistic environment. In simulation, student can bring item to create a realistic environment to the class. For example, if a student is acting as a singer, she brings a microphone to sing. So, it is appropriate to use simulation in improving student's speaking skill. The reason of why this research focuses on the simulation is that it will give the students new feeling in conversation session.

So, from the defined above, the use of simulation technique can help the teachers' implementation material in the classroom, and also expected that student will get better teachers' explanation. By using of simulation technique, the researcher expected the students were interested to find a new knowledge and

⁴ Wongso Adi Saputra. *A Classroom Action Research In Sma Muhammadiyah 7 Makassar: The Effect Of Simulation Technique In Speaking Accuracy*, Exposure Journal, Vol.6 No.2, 2017, p.174

motivate them to be active to improve their self-confidence in English language especially speaking ability.

Therefore, base on the explanation above, The researcher was did a research which entitle. “Improving Students Speaking Ability Through Simulation Technique (Classroom Action Research at Eight Grade Students of SMP Negeri 19 Bengkulu Selatan in the Academic Year 2017/2018).

B. Identification of the problems

Based in the bakground above, the researcher found some information about the problems of English in teaching and learning process at SMPN 19 Bengkulu Selatan focusing in the eight grade students, the researcher identified the existing problem and classified many problems related to the students ability in speaking English.

Firstly, the students are not interested the English at all which make them hard to understand about speaking (see appendix). Secondly, the student have difficulty in spelling and arranging the sentence or poor grammar. That is one of why the students do not dare speak English well (see appendix). Thirdly, the students lack of self-confidence to speak English and the students use mother tongue in speak English (see appendix). And the last that researcher seen, the teacher only give monotone technique and media in teaching learning process, that the students felt boring in their class (see appendix).

C. Limitation of the Problems

Based on the background above, this study is limited using simulation technique to improve the students' speaking ability at SMP Negeri 19 Bengkulu Selatan grade VIII in the academic year of 2017 / 2018.

D. Research Question

Based on the background of the study above, the researcher would took the main problem of this research as follow: How can simulation technique to improve students speaking ability of eight grade students at SMP Negeri 19 Bengkulu Selatan in Academic year 2017/2018?

E. Objectives of the Study

Based on the formulation of the problems, the objectives of this research is to describe how can simulation game be implemented to improve the learning process of speaking English in class VIII at SMP Negeri 19 Bengkulu Selatan in the academic year of 2017/2018.

F. Significance of the Study

This research has the benefits as the following:

For the teachers, this research can give English teachers additional knowledge and experience on how to improve the students' speaking ability. It can be input and reference to the English teachers in teaching speaking. Appropriate technique can get by their so that they can enhance their students' speaking ability and make speaking achievement the students can be better than before.

For the students, this research can encourage them to learn English especially in learning speaking so that they can enhance their speaking ability and

find the interesting teaching and learning process. It can be new experience for them in learning English so that their speaking achievement can be better.

For other researcher, It can be used to be reference in conducting further research to develop another technique to motivate the students to speak English

G. Definition of Key Terms

To avoid misinterpretation and misunderstanding of the title of the research, the several terms are defined as follows:

1. Student's Speaking Ability

By Siti Rohmah, "Speaking skill is used to express their ideas and to communicate to other people.⁵ It is the ability students are frequently judged.

According to Scott, speaking is perhaps the most demanding skill for the teacher to teach.⁶ It means that another person should understand the messages well.

2. Simulation Technique

Simulation is a technique for learning that can be applied to many different disciplines and types of learners. According to Hyland, a simulation is a problem-driven activity which occurs in a clearly describe realistic setting. In a simulation students are given a task to perform or problem to solve together with the necessary background information and environment in which to do it.⁷

⁵ Siti Rohmah. *Teaching Speaking Using Audio Lingual Method At The First Grade Students Of Smpn 2 Karawang Barat*, English Education Study Program Language And Arts Departement Sekolah Tinggi Keguruan Dan Ilmu Pendidikan (Stkip) Siliwangi Bandung, 2012, p.1

⁶ Wendy A. Scott & Lisbeth H. Ytreberg. *Teaching English to Children*, New York: Longman, 2005, P.33

⁷ Ken Hyland. *Language learning simulations: A practical guide*, International Pacific College, New Zealand, 1993, p.31

So, simulation is the action of some situation or process by means of something suitably analogous.

CHAPTER II

REVIEW OF LITERATURE

A. Review of Speaking Ability

1. Definition of Speaking

Speaking as a process that covers many things in addition to the pronunciation of individual sounds. Brown says that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.⁸ Meanwhile, according to Manser speak is talk to somebody about something, use your voice to say something; be able to use a language; make a speech to an audience; say or state something.⁹

However, Speaking is one way to speak orally to communicate which ideas. we need apply real communication to enable students communicate.¹⁰ Speaking is important parts of teaching and learning second language, it's one of four productive skills in learning foreign language. Ali Derakhshan also state speaking is an anxiety created and makes students embarrassed and loses face due to risking activities.¹¹

Based on various theories above, it can be conclude that speaking is students' skill to tell the story that includes the skill to express ideas and

⁸ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), P. 116.

⁹ Manser, H. Martin, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press. New Edition, 2000), P. 414

¹⁰ Dedi Efrizal. *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia*, International Journal of Humanities and Social Science, Vol.2 No.20, Special Issue, 2012, p.127

¹¹ Ali Derakhshan, Atefeh Nadi Khalili & Fatima Beheshti. *Developing EFL Learner's Speaking Ability, Accuracy and Fluency*, English Language and Literature Studies; Vol.6, No.2, ISSN 1925-4768 E-ISSN 1925-4776, Published by Canadian Center of Science and Education, 2016, p.178

content, organize them well in a good arrangement, use the correct language, and deliver it in a good performance.

2. Types of Speaking

Brown describes six categories of speaking skill area. Those are follows¹²:

a. Imitative

A very limited portion of classroom speaking time may be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. This practice is for focusing on some particular element of language form. “Drills” offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty-either phonological or

b. Intensive

It is practicing some phonological and grammatical aspect of language. Usually students do the task in pairs, for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading instruction, and so on.

c. Responsive

A good deal of students speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. It is meaningful and

¹² H. Douglas Brown, *An Interactive Approach to Language Pedagogy*, (San Fransisco: San Fransisco State University, 2004), P. 271.

authentic.

d. Transactional (dialogue)

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

It is carried out for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”.

f. Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

3. Speaking Ability

According to Harmer, learners should know “language features” and the ability to process them in communication.¹³ If the speaker dominates these language features, will help learners to acquire successful communication goal. Speaking does not cover just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension.

One of the obstacles of learning speaking is contradiction between class materials and courses, so that most of the teachers do not facilitate situations for real practice in speaking. Besides, the teacher should take into account learners’ interest and needs. Learners should take part in oral activities to exchange spontaneously their thought in second language speaking.¹⁴

Mackey defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning.¹⁵ Manser speak is talk to somebody about something, use your voice to say something; be able to use a language; make a speech to an audience; say or state something.¹⁶

¹³ Harmer, J. *The practice of English language teaching* (3rd ed), London: Longman 2000.

¹⁴ Derakhshan, A., & Shirmohammadi, M. *The difficulties of teaching English language: The relationship between research and teaching*, International Journal of Linguistics, 7(1), 102-110. <http://dx.doi.org/10.5296/ijl.v7i1.6648>, 2015.

¹⁵ Mackey, A. *Interaction as practice*, In R. DeKeyser (ed.), *Practice in a Second Language* (pp. 85–110), Cambridge: Cambridge University Press, 2007, P.13

¹⁶ Manser, H. Martin. *Oxford Learner’s Pocket Dictionary*, (New York: Oxford University Press. New Edition, 2000, P. 414

From the definitions above, it can be concluded that speaking is the most important skill of language which is about expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

Brown states that there are some aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar, that should be mastered in order to be able to speak well. As a complex activity, speaking has three main aspects as follows:¹⁷

a. Accuracy

As Marry Spratt and friend stated, accuracy in speaking is the use of correct form of grammar, vocabulary and pronunciation. Those three parts involve together in making accurate utterance.¹⁸

Pronunciation is a basic quality of language learning especially in speaking ability. It concerns the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent us from making meaningful utterances. Harmer states that pronunciation teaching is not only making the students are able to differentiate sounds and sound features, but also improving their speaking ability immeasurably such as to concentrate on sounds and be aware of using stress when producing sound.¹⁹

¹⁷ Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, San Francisco: San Francisco University, 2000.

¹⁸ Spratt, Marry, Alan Pulverness and Melanie Williams. *The TKT Teaching Knowledge Test Course*, New York: Cambridge University Press, 2005, P.34

¹⁹ Harmer, J. *The Practice of English language teaching*. Essex: Pearson Longman, 2007.

Vocabulary is a foundation of a language. To create meaningful utterance or sentences, it needs to use appropriate vocabulary to express something. In other words, the requirement for students who want to have a good speaking ability is mastering vocabulary. In addition, Harmer says that if the students have more vocabularies or at least 1000 words, they can communicate fluently. They do not take a long time in expressing what they are going to say because they know the words that describe their ideas.²⁰

Grammar is very important in speaking accuracy. According to Nunan grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level.²¹ If our conversation is full of grammatical mistakes, your ideas will not get across so easily. Studying grammar rules will certainly help students speak more accurately. Those three parts are very important elements to accomplish the accuracy in the effort of being able to speak well.

b. Fluency

Fluency according to Mary Spratt and friends is speaking at a normal speed without hesitation, repetition and with smooth use of connected speech. It deals with how comfortable students are when they speak, how easily the words come out and whether there are great pauses and gaps in

²⁰ Harmer, J. *The Practice of English language teaching*. Essex: Pearson Longman, 2007.

²¹ Nunan. *Practical English Language Teaching*, NY: McGraw-Hill, 2003, P.154

the student's speaking.²² It is a parameter of students' speaking ability goal.

It deals with the quality of the way they speak fluently.

c. Accent

Language accent of one speaker and other is different. This is because every person has their own way in saying words depending on the cultures the speakers have. Roach states that there is no speaker who can be taken to represent a particular accent or dialect in this world.²³

4. Teaching Speaking

Teaching four skills - listening, reading, speaking and listening - become a compulsory for the English teachers to guide the students to achieve those abilities by teaching them as interesting as possible. Thus, speaking is also to be taught like the other skills.

Teaching is guiding learners in studying and getting new knowledge, skills, or attitudes. Brown says that teaching cannot be defined apart from learning, for teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.²⁴

Maryam defines "teaching speaking" is to teach our learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, Select appropriate words and sentences according to the proper social setting audience, situation

²²Spratt, Marry, Alan Pulverness and Melanie Williams. *The TKT Teaching Knowledge Test Course*, New York: Cambridge University Press, 2005, P.34

²³ Peter Roach. *English Phonetics and Phonology, A Practical Course* : Amazon.co.uk, 2009, p.56.

²⁴Brown . *Principles of language learning and teaching*, White Plains, New York : Longman, 2000, P.7

and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments.²⁵

Samira also defined the focus of teaching, of course, is to improve the oral production of the students.²⁶ So, from definition above teaching speaking is to successfully make the students can deliver orally spoken without any confusion to the grammar mistake, limitation of vocabulary and others.

5. Problem Found in the Speaking Class

There are some problem in speaking class²⁷:

a. Students do not want to talk or say anything

One of the problems is students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore „losing face“ in front of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Further is because there are students who dominate and almost intimidate. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level.

Many people have a good ability in English language skills but when they should communicate with English, they fail in expressing their ideas.

They are afraid and anxious of saying something wrong or

²⁵ Maryam Bahadorfar & Reza Omidvar. *Technology in Teaching Speaking Skill*, Acme International Journal of Multidisciplinary, Volume-II, Issue-IV, ISSN:2320-236X, 2014, p.10

²⁶ Samira Al Hosni. *Speaking Difficulties Encountered by Young EFL Learners*, IJSELL volume 2, Issue 6, 2014, p.22

²⁷ Ema Rosana Febriayanti. *Teaching Speaking of English as a Foreign Language:Problems And Solutions*, Journal of English Language Teaching, 2009, Vol. 1 No. 2.

incomprehensible. One way to encourage students to speak in English is simply to speak in English as much as possible in classroom.

b. Students keep using their own language.

One problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen because they want to communicate something important, and so they use language in the best way they know. They have difficulty to say something and because they do not want losing their face in front of their peers, they think that they better use their native language and so others can understand them. This problem also connected with students does not want to talk or say anything in the foreign language but they keep using their own language. In this situation, teacher can create an English environment and keep reminding them always use English.

c. It is difficult to handle students in large classroom.

If the classroom is big, for example 30 or 40 students in a classroom, it is clearly that the students hardly got a chance to practice the language, and difficult for them to ask and receive individual attention they need. It is hard for the teacher to make contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions.

But there are advantages of a large classroom: when there are many students in a classroom they can share many different ideas, interesting life

experiences, learn to share responsibility and help each other during project work which can bring variety and speeds up the work.

d. Students are not discipline in classroom.

Some students do not pay attention to the lesson given; they just talk with each other and make some noises. Some come and go as they like, as the teacher cannot control them. The problems may be because the students bored with the activities or they feel unable to cope with the task given.

The student show their frustration by disruptive behavior and loud outbursts. The discipline of the students in the classroom is related also to the motivation of the students themselves. If the students have low motivation, it means they have low enthusiasm in following the classroom which make them indiscipline in the classroom. In this situation, the teacher can create activities that make students feel enjoy themselves in the class.

e. The materials do not fulfill the need of students

Language teacher should attempt to associate the language they are teaching with the situation outside the classroom. Smith explained that people do not learn if they are confused or bored. When school topics do not relate to students' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated. The problem is also connected with the students' motivation.

f. Students have low motivation to learn English

Nunan wrote in Lawtie, success is measured in terms of the ability to carry out a conversation in the target language.²⁸ Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning.

Nevertheless, if the right activities are taught in the right way, speaking classroom can be a lot of fun, raise learner motivation and make the English language classroom a fun and dynamic place to study English. The students motivation is more likely to increase if the students can see how their process of classroom learning achieves the objective, and helps them to accomplish the success.

6. Technique of Teaching Speaking

One of the techniques to improve the student's speaking ability is by using dialogue through simulation technique. Dialogue is a short conversation between, a least, two people. Dialogue through simulation, it is hoped the students would participated in speaking orally. Dialogue can be presented as a language model in the manipulative phase of language learning. The Techniques in teaching speaking is important, because by the technique that would be used the researcher can concluded whether the technique is effective or not.

Chrisman proposes that, it is very important for the teachers to adopt as many ways as possible to let students practice English in class. The success of

²⁸ Nunan, David. *Second Language Teaching and Learning*, (Boston, Massachusetts: Heinle & Heinle Publishers, 1999), P:275.

this teaching strategy is due mainly to the fact that the learners can choose what they want to read, listen to, watch and talk about in class. The following ways to do the practice:

a. Free Talk

Teachers tries to choose those topics that have something to do with students' interest and experience and choose those subjects that students understand that there is no "right" answer, and the lecturer is not judging their ideas, such as holidays, nature, ads, environment and pollution.

b. Retelling

The teacher may ask the students to retell a story. The students have to read, listened to, and watched.

c. Short Play

Students enjoy short plays because they understand that the atmosphere is cooperative-students helping each other understand the main points of the reading. The teacher can ask the students to make a short play about the text has learned if possible.

d. Speech Contest

The teacher can choose a topic to have a speech contest in class. The teacher can let the students be a judge to give marks to the speakers.

e. Speaking and Acting

One person tells an act and the others should act as soon as possible, such as touching nose, running and asking his name.

f. Acting and Speaking

The teacher can let the students act as a certain profession, for instance a doctor examining a patient. The other student talks about the act.

g. Speaking and Drawing

The teacher can let one student give some description and ask other students to draw what the student says, such as, the location of a place and a plan of a school.

h. Watching and Speaking

The teacher can let the students watch parts of cartoon film or some acts on TV play without any sound and voice and ask some of them to guess the meaning and talk about it. The teacher can also let one or two students watch and talk about only pictures of film or TV play without any sound. The other students imagine the scene by listening to the students' talking with their backs facing the TV set and then let them watch the program to compare.

i. Acting as an Interpreter

The teacher may let one student act as an interpreter and one as a foreigner and some as local citizens. They communicate through interpretation, like shopping and sight seeing.

j. Problem Solving

The teacher gives the students some topics with some key words and asks them to solve a certain problem. For example, if you have these tools: a compass, a knife, and a tin, how can you survive in the forest for a week?

k. Games

Students love games. The teacher can choose games to have students practice. From the explanation above, it can be seen that the lecturers need to provide a classroom atmosphere that would encourage students to talk no matter how broken and incomprehensible the spoken language is. Above activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

B. Simulation Technique

Simulation is a technique for learning that can be applied to many different disciplines and types of learners.²⁹ Simulation is a problem-driven activity that occurs described realistic setting. In simulation students are given a text to perform or problem to solve together.³⁰ Simulations are very similar to role-play both are interactive learning events, but generally role play involves learners taking on characters that are not their own, while participants in simulation they can act out behave as they.

However, simulations are more elaborate than role-play. In simulations, the students can bring items to the class to create a realistic environment. Those activities are parts of simulation, but differ in terms of teacher-control and learner-creativity. They can be viewed as part of single continuum which links pre-communicative and communicative activities.

²⁹ Panornuang Sudansa Na Ayudhya. *Effectiveness of Simulation in Developing English Communicative Speaking Skill in Learners with Different English Proficiency*, SGLD vol.1, No.1, 2015, p.23

³⁰ Ken Hyland. *Language Learning Simulation: A Practical Guide. (online serial) 31 (4) 1993, p.1*, Retrieved from (<http://eca.state.gov/forum/vols/vol31/no4/p16.htm> accessed on June 27, 2018),

In dialogue-performance, the teacher's control is at a maximum and the learner's creativity is at a minimum. In contextualized drills, the learner creates sentences that may be new to him, but they have been predetermined by the teacher. Cued dialogues are the borderline between pre-communicative and communicative simulation. In cued dialogues, the teacher exercises direct control over the meanings that are expressed, but not over the language that is used for expressing them. In role-playing, the teacher controls only the situation and the learners' roles in it, but leaves the learners themselves to create the interaction. Improvisation is the least controlled activity. The starting point for an improvisation may be a simple everyday situation into which the learners are asked to project themselves.

C. The Procedure of Simulation Technique for Speaking Skill

Hyland said that the most important point of running a simulation is to believe that is going to work.³¹ He also has outlined some preparations and procedures of implementing this technique as follows:

1. Setting up

The simulation should be carefully planned and chosen on the basis of issues that are likely to maximize motivation and language use. The emphasis is on creating believable situations that emphasize reality of context over language, and this may mean using resources not specifically designed for language work.

2. Getting going

³¹ Ken Hyland. *Language Learning Simulations: A Practical Guide*. (Online serial) 31 (4), 1993, Retrieved from (<http://eca.state.gov/forum/vols/vol31/no4/p16.htm> accessed on June 20, 2018)

Once the simulation has been selected or written, the students can be introduced to the central ideas of the activity and encouraged to discuss them. Participants must understand the nature of the task, their roles, and the constraints of the environment. Information should be kept as brief and simple as possible to avoid confusion, but can be given as homework texts or in the native language to help speed understanding of what is involved. A variety of listening and reading exercises will reinforce the transfer of information and generate motivation, particularly if learners recognize they are developing useful skills. Any specialist vocabulary and expressions should be introduced at this stage.

3. Managing the activity

Fluency work demands that the teacher disengage from the governing role and allow learners to produce and interpret language on their own. Once the simulation is underway, the teacher becomes an activity manager, advising and monitoring the learning environment. The management of time and the activity during the simulation should be handled by the students themselves. During the simulation the teacher becomes the observer and collecting the data to share in the debriefing. Overt error correction should be avoided and mistakes noted for discussion later.

4. Winding down

This is another communicative language opportunity for students and should be approached positively rather than critically. During the language debriefing the teacher takes a more directive and teaching role, as this explores

what was said and what was not said because the students did not have appropriate language skills. It is a good idea to focus on the communicative effectiveness of the language used and have a number of general issues in mind to discuss. The content of the language debriefing may be determined by the next stage of the syllabus or remedial urgency, but its relationship to student needs is certain to be more apparent to the learners than if it is simply based on a textbook course.

5. Assessing students

Students can be assessed in a variety of ways, depending on the purpose of the activity. Generally, however, assessment will be based on how students have performed on individual tasks and on their participation and contribution to the group effort. Where the simulation results in a product, such as a diary, report, oral presentation, news bulletin, etc., students can be allocated marks for this. If this product is a joint effort, a group mark can be allocated to each member, or the group itself can be asked to fairly share an allocated mark among its members.

D. Advantages of Simulation Technique

Hyland stated that there are five advantages of simulation:³²

1. Motivation.

Simulations encourage motivation because they ensure that communication is purposeful rather than artificial. Participants are involved as they identify with their roles and have the freedom to choose the meanings they

³² Ken Hyland. *Language Learning Simulations: A Practical Guide*, (Online serial) 31 (4), 1993, Retrieved from (<http://eca.state.gov/forum/vols/vol31/no4/p16.htm> accessed on June 20, 2018)

want to express. Because students can bring their background experiences into class and make their own decisions, more interest and excitement is created in learning.

2. Fluency development.

A tenet of communicative teaching is that people learn by doing. This statement is also supported by Richards and Lockhart, there is some learners who learn best when they are physically involved in the experience. They remember new information when they actively participate in activities, field trips, and role play or simulation. Fluency is encouraged in simulations because learners are immersed in a language-rich environment where language use is centered on immediate communicative needs.

3. Integration of skills.

Simulations provide the opportunity to learn the pragmatic skills of using language appropriately, to develop the nonverbal components of language, and to acquire intercultural and interpersonal competence in a second language. Participants learn that successful communication is a jointly achieved accomplishment involving a range of skills. Simulations can also help develop cognitive abilities such as analyzing, evaluating, and synthesizing information.

4. Active participant.

Simulations provide a unique means of encouraging learners to respond actively and to participate with their fellows. Absorbing students' in interaction encourages attention to input, an essential requirement for language

acquisition. Learning is more effective the more it engages the learner, and simulations seek to achieve this.

5. Reduced anxiety.

Simulations reduce the stress associated with learning and using new language. This is due partly to the shift in classroom roles and partly to the low cost of making errors compared with error consequences in the real world. Not only do simulations offer a relatively safe environment for making mistakes, but they also promote an egalitarian atmosphere because there is no error correction to undermine confidence and divert attention to utterance form. Students are not judged, corrected, or evaluated, and this reduces their anxieties about linguistic performance, with a consequent improvement in achievement. Moreover, there is less stress involved in playing the role of someone else.

E. Some Related Previous Studies

There are some studies that relevant to this study of speaking ability. The first, from Suryati “The Effectiveness of Using Simulation in Improving Students’ Speaking Skill for Vocational High School. (An Experimental Study at The Eleventh Grade Students of SMKN 2 Jepara in The Academic Year of 2010/2011).³³

Based on the result of the study it showed that the level in speaking skill for experimental group got better than the control group. There was significant difference between the students who were taught by using simulation technique and the students who were taught without using simulation technique. The writer

³³ Suryati. “*The Effectiveness of Using Simulation in Improving Students’ Speaking Skill for Vocational High School. (An Experimental Study at The Eleventh Grade Students of SMKN 2 Jepara in The Academic Year of 2010/2011.* Semarang State University, 2010

concluded that simulation technique could be one of the appropriate techniques in teaching speaking to improve the students speaking skill because it gives authentic model and builds contextual situation in group activities that enhances students social and personal development.

The second is from Dr. Choudhary Zahid Javid, PhD “An Investigation of Effectiveness of Simulation in Developing Oral Skills.”³⁴ The rationale and purpose behind this research study was to implement this modern technique of simulation in English language teaching to freshman students of pharmacy. The sample of this study comprised of the whole population of freshman pharmacy students at Taif University. The experimental 27 group was taught by using integrated simulation activities in their English language classes. The control group was taught without this technique. The pretest and post-test scores have been analyzed that have clearly reported that the experimental group outperformed the control group in their oral communication.

Finally, according to those findings, the researcher is interested in conducting this study. By using simulation technique, the researcher hopefully that solve the teaching and learning problem in the classroom. The researcher interested in applying the simulation technique to teach speaking. The difference between the previous study and this study is to find out the using simulation technique in teaching speaking at eight grade of SMP Negeri 19 Bengkulu Selatan in academic year 2017/2018. The researcher only focuses on improving speaking ability through simulation technique.

³⁴ Dr. Choudhary Zahid Javid, PhD. *An Investigation of Effectiveness of Simulation in Developing Oral Skills*, European Scientific Journal. Vol.9, No.32 ISSN:1857-7881(print) e-ISSN 1857-7431, 2013

CHAPTER III RESEARCH METHOD

A. Research Design

The design of this research was classroom action research (CAR). Kemmis and Mc Taggart state that “action research is an action which was conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice”³⁵.

According to burns action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Action Research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.³⁶ So, this action research was concerned with the use of simulation technique to improve students’ speaking ability.

B. Subject of The Study

Subject of the research is the intended to be researched by the researcher.³⁷ So that, the researcher would conduct this research at SMPN 19 Bengkulu Selatan. It is located on Nanjungan Kedurang Ilir. The eight grade students consisted of A, B, and C class. The consideration in choosing local C as the subject of the research because they still faced some difficulties in speaking ability. It was also supported by their scoring in English subject that under KKM. This class consist of 30 students, 14 males and 11 female.

³⁵ Stephan Kemmis and Robin Mc Taggart. *The Action Research Planner E-book*, Singapore: Springer Science, 2014, P.15

³⁶ Anne Burns. *Doing Action Research in English Language Teaching a Guide for Practitioners*. London: Routledge, 2010, P.2

³⁷ Arikunto, et.al. *Prosedure Penelitian: Suatu Pendekatan Praktik*, Jakarta:PT Bumi Aksara, 2006, P. 145

C. Instrument

The instruments that used in this research were speaking test, observations checklist and field-notes, and interview.

1. Speaking Test

In this research, the test focus on the asking and giving opinions material. This test design based on the curriculum and the syllabus of SMP/MTs Grade VIII semester I about asking and giving opinions. In this test the researcher will ask the students to speak about asking and giving opinions. The purpose of the test to measure the students ability in speaking asking and giving opinions. The test is given at the end of the cycle. From the test, the researcher know the student improvement in speaking asking and giving opinions.

2. Observation Checklist and field-notes

Observation checklist was an instrumentation for observation that made by the researcher based on the lesson plan. Moreover, field-notes used to provide additional information that could not be covered in the observation checklist.

3. Interview

Interview is a process of asking someone opinion about something. The interview is a way of collecting data to take direct information from the resource. The interview that used by the researcher in this research is a structured interview which the questions are totally made by the researcher. The questions is about the students opinion about writing ability and the effect of group investigation for them.

4. Documentation

The documentation method is information derived from important records either from institutions or organizations or from individuals. This research documentation is a shooting by researchers to strengthen the results of the study. In conducting the research, the researcher would use some research instruments that supported each other. It would in forms of observation checklist, field note, photographs, and students' speaking test and their scoring rubric.

D. Data Collection Technique

1. Data Collection Technique for Qualitative

According to Sugiyono, in qualitative, the writer is the instrument itself.³⁸

The qualitative data in this research taken from observation checklist and field-notes and interview. First, observation checklist and field-notes. The collaborator observing the process of teaching and learning by using the observation checklist and field notes in every meeting. The researcher collect it in each cycle. Second, interview. The interview used to complete the qualitative data. The researcher interviewing all of the students. The interview is done at the end of the cycle.

a. Observation Checklist

Observation was the ways to collecting the data of teaching and learning process in the classroom. This observation would be conducted by the researcher and English teacher. And checklist was administered in

³⁸ Sugiono. *Memahami Penelitian Kualitatif Dilengkapi contoh proposal dan laporan Penelitian*, Bandung: Alfabeta, 2010, p. 59

order to indicated the activities or involvement done by the students in every meeting.

So, observation checklist was needed to record the observation data during the observation process by giving a tick mark (√) on the aspects that were being observed. It would useful to gain the information about the condition of the teaching and learning process in the classroom. The researcher and English teacher would observe every meeting of teaching and learning process that had conducted.

b. Field Note

Note was meant used by the researcher and colaburator in order to write what they hand observe in the classroom.

c. Interview

Esterberg in Sugiyono stated that interview probably could be said that a meeting of two person to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.³⁹ Stainback in sugiyono stated that interviewing provide the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon that could be gained through observation alone.

In this study, it used unstructure interview to collect the data. Related to the interview, it was conducted by using the guide line of interview which focuses to the problem of the study

³⁹ Sugiono. *Memahami Penelitian Kualitatif Dilengkapi contoh proposal dan laporan Penelitian*, Bandung: Alfabeta, 2010, p.88

d. Documentation

The documentation was in form of photo while implementing of teaching speaking using simulation technique activities. The purpose of this was to showed the activities done by the students during teaching and learning process using simulation technique activities.

2. Data Collection Technique for Quantitative

The quantitative data were obtained in the form of students' speaking score collected through the speaking assessments and held twice in this study. They were pre-test and post-test. Pre-test was done to know the students' speaking proficiency while post-test was done to know whether there was a significant improvement on the students' speaking ability before and after simulation technique being applied.

To make this research successful, the researcher use the test to collect data, as follows:

a. Test

Test is number of questions, exercises and so on order to measure to competence, intelligence, ability and talent that is belong to individual or group.⁴⁰ The test is done in order to know the understanding of students' English knowledge that is arrange based on the objectives of the remedial instruction.

Speaking test was useful to decide whether the effort would be successful or not. Also, a scoring rubric was needed to assess the students'

⁴⁰Arikunto, et. Al. *Penelitian Tindakan Kelas*, Jakarta: PT Bumi Aksara, 2008, P:64

speaking. This rubric consisted of the speaking aspects or criteria, the scale of the score and also the descriptions of each criterion.

E. Technique of Data Analysis

1. Analysis Technique for Qualitative Data

The qualitative data derived observation checklist and field notes from the collaborator and the result of the interview of the students. To analyze this data, the researcher used the theory from Gay and Arasian. According to Gay and Arasian, the steps of analyzing the data are: data managing, reading and memoing, describing, classifying, and interpreting.⁴¹

a. Data Managing

In this step, the researcher collect all of the data and check the completeness of the data. Then, the researcher manage all of the data in good order. The data divided into folders according to the date taken and its type. The researcher collect all results of the observation checklist and field notes in each cycle and result of an interview at the end of the research.

b. Reading and Memoing

In this step, the researcher read the result of observation checklist and field notes and interview. In the process of reading, the researcher also highlight the important sentences and made notes for the important parts of the data that need more explanation. The researchers focus on the collaborator notes and highlight some important factor in the process of

⁴¹ L.R Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application*, USA: Prentice Hall, 2000, p.231-232

learning. In addition, the researcher re-listen and re-read the interview's result. Then, the researcher highlight the some important answers from the students that used to get some information about their opinion about the strategy.

c. Describing

The researcher describe all of the data includes observation checklists and field notes in each meeting and the interviews result. The describing step describe all important things about the data, such as, where the data from, what is the condition of the data, how the data is taken, the location of the research, and so on.

d. Classifying

In classifying step, the researcher classify the data. The observation checklist and field notes data is put in the order of some categories to make the data become categorized. The observation checklist and field notes classified based on the date of the data. In addition, for the interviews data, the researcher classify based on the order of the students interview.

e. Interpreting

In this step, the researcher interpret the data into the result to make the data easier understanding. The researcher make the conclusion of the observation checklist and field notes in each meeting. Then the researcher make main conclusion based on the conclusion of each meeting. In addition, the researcher also make the conclusion based from the interviews result.

2. Analysis Technique for Quantitative Data

The writer analyze the data using quantitative data. Quantitative data can be found through conducting test, the writer analyze data by using statistical analysis. The data in this research were in the form of analyses would be taken from the data sources e.g. students' observation sheet and transcript of students' speaking test. The data source was taken by using observation in whole class activities. The observation would be done by observing recording and noting down the events happen in the classroom interaction.

The researcher would make mean score per action within one cycle after knowing the student's score. Then, the researcher made mean score on formulation proposed by Sudjana below:⁴²

$$M = \frac{\sum x}{n}$$

Where: M= mean score

X = individual score

N= numbers of students

Moreover, to support the data analysis, the researcher uses formula to analyze the data and to found the students percentages. The formula according to Arikunto is :⁴³

$$P = \frac{F}{N} \times 100\%$$

Note : P = The percentages of students, speaking ability

⁴² Sudjana. *Metode Statistika*, Bandung. PT Tarsito, 2002, P.67

⁴³ Arikunto, et.al. *Penelitian Tindakan Kelas*, Jakarta:PT Bumi Aksara, 2008, P. 235-236.

F = Total of score of students

N = Total number of Students

And the percentage of the students score from the calculated would be consulted to interval of five scale as follows according Nurgiantoro⁴⁴:

Table 3.1. Interval of Five Scale Percentage

Interval	Qualifications
80-100%	Excellent
70-79%	Good
60-69%	Average
40-59%	Poor
0-39%	Very poor

F. Research Procedures

There were two cycles applied in conducting this study. Each cycle consisted of two meetings. According to Kemmis and Mc Taggart there are four components in one cycle for doing classroom action research. It consists of (1) planning, (2) acting, (3) observing, and (4) reflecting. The description will be drawn in graphic below:⁴⁵

⁴⁴Nurgiantoro Burha. *Penilaian dalam Pengajaran Bahasa dan Sastra*, Yogyakarta: BPFE, 2000, P: 26.

⁴⁵ Kemmis and McTaggart. *Participatory Action Research : Communicative Action and the Public Sphere*, London: SAGE Publications, 2007.

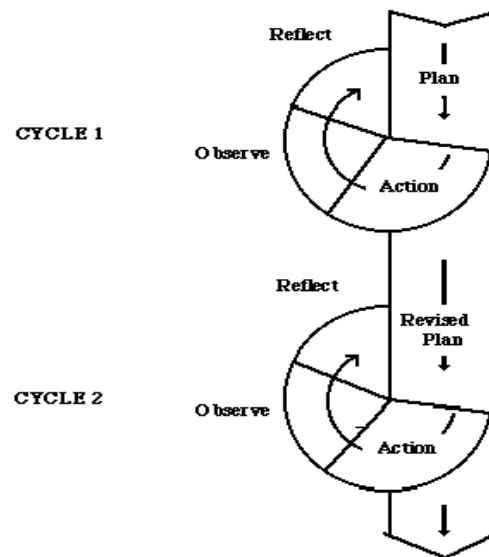


Figure 3.1: The Cycle of Action Research from Kemmis and Taggart

1. Planning

The researcher designed some plans as solutions to the problems to be implemented in the action research. In this step, some techniques considered suitable to be implemented in improving students' speaking skill are selected. In other words, the researcher determined the action that would be carried out and also prepared the instruments that would be used in the research.

2. Acting

After the teacher and researcher had an agreement on the lesson plan, the actions were implemented in the class. The teaching and learning process were observed and recorded in the form of field notes and observation sheets. In this step the researcher also identified some problems that appeared during the teaching and learning process. In addition, the English teacher also gave some feedback concerning the researcher's teaching techniques. Based on the data

gathered from the observations, during the implementation of the action, the researcher and the collaborators had a discussion.

Then, they evaluated the implementation of the action and try to solve any existing weaknesses or problems in the next action.

3. Observing

In this steps was the process of controlling and monitoring the activities of the students in the classroom. In doing the observation,the researcher would analyze the data from the action step. The researher and English teacher would observe everything of the learning and teaching activity

4. Reflecting

In the reflection in this reseach, the researcher and colaburator was worked together to find out the mistake or obstacle they have during the action is conducted. In reflection, also the teacher and the researcher would analyze the data that taken during the action.

In this step, the researcher could observe whether the activity has resulted any progress, what progress happen, and also about the positives, negatives and soon. In the planning, the researcher wants to improve the students' speaking ability. Also, the reseacher would use the communicative language game technique to improving the students' in speaking ability. There would be some steps like the teaching learning activities and post-test.

Then, this would be the researcher consideration to do the next cycle was needed or not. The steps of the cycle II or III would be same with the first cycle.

G. Indicator of Success

Quantitatively, The cyclical processes will be stopped when students' speaking scorer can reach the minimum standard issued by the school, that is to say > 70 .

Qualitatively, The cyclical processes will be stopped when the learning process seen an increase in the number of students who complete the understanding of the cycle 1 to the next cycle with the criteria of 70% of total students in the class, complete at least level 3 or satisfactory.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the result of the research was presented. The result showed the student's score of speaking in pre-assessment, cycle 1 and cycle II. The result also include the description of observation sheet, interview, and survey which support the analysis data of student's score. It was also showed whether Simulation technique could improve students speaking ability.

A. Result

Data for this research is collected from SMPN 19 Bengkulu Selatan. Sample of the research consisted of 25 students, the researcher identified some problem that concern with speaking in teaching and learning process, they were lack in speaking ability achievement. Their ability on speaking was very low, because of that the researcher tries to improve students ability in speaking by using simulation technique. The improvement students speaking ability is obtained by analysing the comparison percentage of students speaking ability in pre-assessment test and test in cycle II. It was presented in the following section.

1. Pre-Assessment

Pre-assessment was given to the students at the beginning of research or before the researcher doing the action each cycle. It was conducted at the eight grade students C class SMPN 19 Bengkulu Selatan, that consisted 25 students. And the resercher was given instruction about paper test with formed of a dialogue that had given to the students. And than, the students was asked to complete the text and practice in the next class with thier friend. Beside, the

researcher collaborated with English teacher or collaborator to give students speaking score.

The test was scored based on five interval categories. The result of the pre-assessment test score could be seen on following table:

Table 4.1. The Result of the Pre-assessment Test

No	Qualification	Number of Students (25 Students)	Percentage (%)
1	Excellent	0	0 %
2	Good	1	4 %
3	Average	4	16%
4	Poor	9	36%
5	Very Poor	11	44%
Total		25	100%

Based on the table, it showed that 44% of students or 11 students were very poor in speaking, it because of the problems such as their poor motivation to speak, do not have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, 36% of students or 9 students were poor in speaking, it because of the problems such as the students who still rigid to express their ideas through oral communication, unfamiliar with good technique to speak easily, 16% of students or 4 students were in average, it because of the problems such as the students who unable to speak well that caused of difficulties in expressing their ideas, 4% of students or 1 student

were in good and there was no students who good and very excellent in speaking. The detail table of the result was displayed in appendix. The percentage of students' score in pre- assessment test could be seen in the following chart:

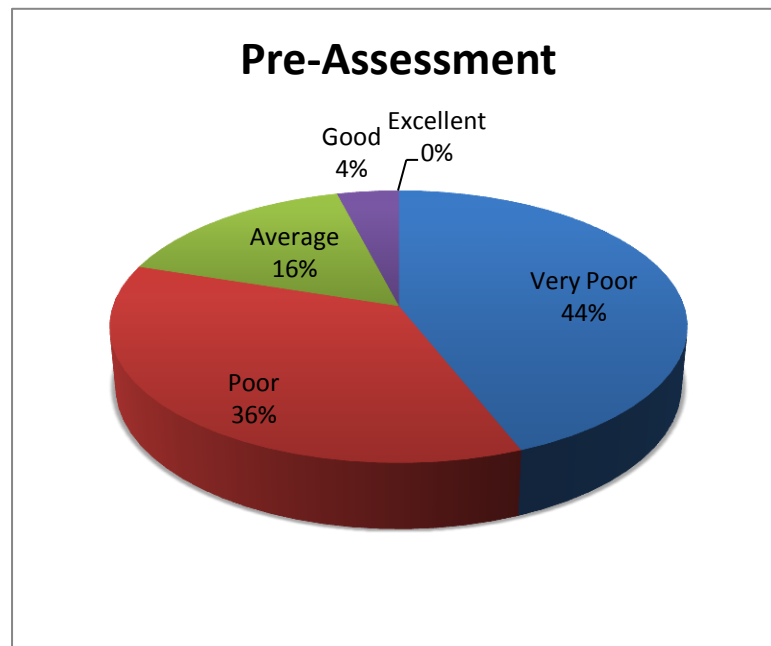


Chart 4.1 Percentage of Students' Speaking Score in Pre-Assessment

Based on the chart above, it showed that the students speaking ability before taught by simulation technique activities in the result pre-assessment was consisted of 11 students or 44% of the students had very poor ability in speaking ability, 9 or 36% of the students had poor ability, 4 students or 16% of students had average ability, 1 student or 4% of students had good ability and no one or 0% of the students who had excellent ability in present speaking the students in the pre-assessment.

2. Cycle 1

In the activities in this cycle were on based the result of observations that in made the orientation, it was showed the some problematical that said of the students poor in speaking ability. Based on the problem, researcher would do planning and action which using simulation technique activities to improve students speaking ability.

a. Planning

In the first cycle, researcher decided to do three meetings. The first meeting was conducted on July 10th, second meeting was conducted 12th and third meeting was conducted on July 14th 2018. To conduct this cycle, the researcher had to prepare everything needed in this cycle. Such as, the researcher would teach about asking and giving opinion. In these meetings, the students were expected to be interest in and motivate with the learning activities, to achieve some learning indicators, to focus on the lesson, being more disciplined an being able to work both individually and groups.

In this stage, the researcher prepared the name board for simulation, designed the material, made the lesson plan, prepared the students attendance list and students score of pre-assessment, students score of each cycle for the researcher and collaburator and prepare speaking test.

b. Implementation

The implementation of action 1 was done on July 10th 2018, July 12th 2018, and July 14th 2018. In this step the researcher applied the lesson plan. The following procedure of action 1:

- 1) Pre-learning activity
 - a) Teacher greet students
 - b) Asking the students' readiness and asking them to pray
 - c) Checking the students attendance list
 - d) Motivation
 - e) Apperception (Teacher ask the students some question related to the topic of learning, and teacher give some clue about the topic of learning material).
- 2) While/Main Activities
 - a) Teacher giving material
 - b) Teacher explain about material (Ask and Respond attention)
 - c) Teacher explain about simulation
 - d) Teacher ask students to make some group that consist of negative and positive group
 - e) Teacher giving the topic of simulation to teach group
 - f) Teacher explain the format of simulation
 - g) Teacher ask the students to do simulation based on their position.
- 3) Closing Activities
 - a) The teacher may give some corrections or comments to the students performance
 - b) The teacher asked students if they have any difficulties in practicing their speaking ability or no
 - c) Teacher ask the students to retell about what they have learned

- d) Teacher gives the feedback
- e) Closing the lesson by praying and say good bye

After implementing the simulation technique in cycle 1 the test for this cycle was administrated. The test was actually aimed at knowing the students speaking ability after implementing the simulation technique. It was done on July 2018.

c. Observation

In this stage, the researcher and colaborator did an observation during this cycle was conducted. It was aimed to observe and monitor everything happened in teaching and learning process. It observed the whole activities of teaching and learning process, the improvement of students' speaking ability, and the others problem that might happen in the classroom.

The observation of this cycle had recorded students' behavior, students' motivation, students' performance in speaking English. Students' behavior could be seen from their attitude, their participating in teaching and learning process, and their enthusiasm in following the classroom when simulation technique and video was applied.

There was another students' habit that was found by the teacher in teaching and learning process. They listened to the teacher's explanation of the material during the application of simulation technique. They also tried to answer the teacher's questions well during the process of teaching and learning, and when the application of simulation activities. Even sometimes, they made mistakes in saying the words or sentences, and did not know

what the meaning of word was. They braved to ask some questions of material and some vocabulary that they not know.

Moreover, some problems appeared in the teaching and learning process. It was about students' performance of speaking ability. Most of them still used their native language when they asked the question or when they answer the teacher's question. Furthermore, they sometimes used their native language when taking the conversation. It was caused by their knowledge of vocabulary and grammar which limited. It influenced the students' speaking aspects such as pronunciation. However, the teacher always helped the students whenever they need help them.

Beside, the researcher and collaburator or English teachers saw the improvement on student ability in simulation of speech. In this stage, some of the students look more creative in using audio visual aids and they had high motivation, and also some of students were looked so happy. Then, most of them were enthusiast with the lesson. Furthermore, there were a few students look less active, lack motivation and lack self-confident, because they were lack of preparation and practice. Because of that, they felt very difficult to give a speech. Therefore, researcher thought that it would be improved in the next cycle.

d. Reflection

From action 1, the researcher marked that video media is quite effective to improve students speaking ability especially in SMPN 19 Bengkulu Selatan. It could be seen on the result of cycle 1 which is better

than the result in pre-assessment. The result of cycle 1 could be seen through the table:

Table 4.2. The Table of the Cycle 1 Test

No	Value	Students	Percentage
1	Very poor	9 students	36%
2	Poor	5 students	20%
3	Average	7 students	28%
4	Good	3 students	12%
5	Excellent	1 students	4%
Total		25 Students	100%

From the table above, it showed that students' speaking ability consisted of 36 % very poor (achieved by 9 students), 20 % poor (achieved by 5 students), 28 % average (achieved by 7 students), 12 % good (achieved by 3 students), and 4% of the students who had excellent ability in present speaking the students in the cycle 1. The percentage of students' score in cycle I could be seen in the following figure:

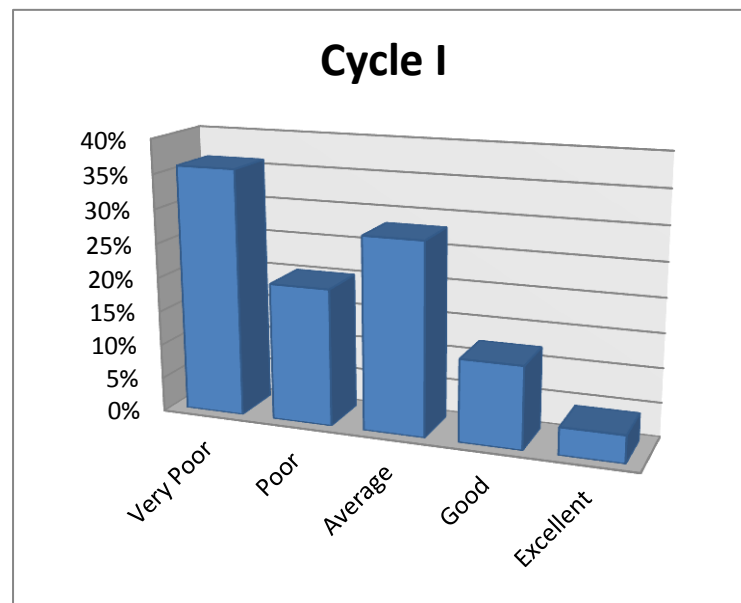


Figure 4.1 Percentage of Students' Speaking Score in Cycle 1

By this result in cycle 1, the researcher felt that simulation technique was good for students, and must be applied in teaching and learning process to get better result in next time. In another side, the condition of the students, such as their motivation, interest, brave, and self-confidence must be increased well. Because the researcher still found the problems about the aspect above on students such as they were shy to speak, still rigid to express their ideas in speaking, some of them have lack of English vocabularies, and so on. So, the Researcher Conduct the next cycle with some improvement for the best result.

3. Cycle 2

In cycle 2, the researcher tried to be more creative in applying simulation technique in teaching speaking to the students. The purpose was to improve the

number of active students in simulation technique as well as the students' score. The procedures of cycle 2 were done as follow:

a. Planning

The plan of the action for cycle 2 was the continuation of the action that had been done in cycle 1. However, in cycle 2, there were some things reorganized. They are:

- 1) Preparing a set of classroom instruction to implement the action.
 - a) Preparing the materials, making lesson plan, and designing the steps in doing the action.
 - b) Preparing list of the students, name, and scoring
 - c) Preparing teaching purpose
 - d) Preparing sheets for classroom observation (to know the situation of teaching-learning process when the technique applied)
 - e) Preparing test for cycle 2 (to know whether students' speaking will increase or not)
- 2) The finding in cycle 1 showed that some students were lazy to bring a dictionary. They prepared to share with others. Researcher planned to keep motivating them to bring a dictionary. At least there was a dictionary in one table.
- 3) The use of simulation technique in the classroom as a learning technique could attract the students' attention and their involvement in the teaching and learning process. Through simulation technique, the students would practice having interaction become more active.

Research apply the simulation technique but with a new topic so it would enrich their speaking.

- 4) Considering that the students more active when they were asked to work in groups. Researcher would keep asking them to work in groups. Researcher planned to make groups being more active in activities in every meeting during cycle 2.
- 5) The grammar aimed to make the students have better structure. In other word, it helped the students in improving their structure to be more accurate. As found cycle 1, the students' Grammar were still poor. Thus, research planned to keep giving feedbacks on the students' structure to improve their ability to speaking well use correct structure so that they did not make the same mistakes in the next activities.

b. Implementation

The implementation of action II was done on July 17th, 19th, and 21th 2018. In this step the researcher applied the lesson plan. The following procedure of action II:

- 1) Pre-learning activity
 - a) Teacher greet students
 - b) Asking the students' readiness and asking them to pray
 - c) Asking the students' readiness and asking them to pray
 - d) Checking the students attendance list
 - e) Motivation

- f) Apperception (Teacher ask the students some question related to the topic of learning, and teacher give some clue about the topic of learning material).
- 2) While/Main Activities
- a) Teacher giving material
 - b) Teacher explain about material (Ask and Revealed the opinion)
 - c) Teacher explain about simulation
 - d) Teacher ask students to make some group that consist of negative and positive group
 - e) Teacher giving the topic of simulation to teach group
 - f) Teacher explain the format of simulation
 - g) Teacher ask the students to do simulation based on their position.
- 3) Closing Activities
- a) The teacher may give some corrections or comments to the students' performance
 - b) The teacher asked students if they have any difficulties in practicing their speaking ability or no
 - c) Teacher ask the students to retell about what they have learned
 - d) Teacher gives the feedback
 - e) Closing the lesson by praying and say good bye

After implementing the simulation technique in cycle II the test for this cycle was administrated. The test was actually aimed at knowing the

students speaking ability after implementing the simulation technique. It was done on July 2018.

c. Observation

During process of cycle II, the researcher also did the observation with English teacher in SMPN 19 Bengkulu Selatan. The researcher and English teacher observed the students activity in the classroom, especially their speaking activity in front of the class through observation sheet. Through the observation of cycle II, the researcher and English teacher found better progress of students' speaking ability than cycle I. The researcher and English teacher saw that there were some progress that are showed by the students, such as their activeness in speaking, motivation in learning English, and they felt more interested with the applied of English teacher also found some problems during cycle II. It because of there were some students who are not focus yet, and the condition of the classroom was rather noisy. Then, the researcher tried to control the students' activity by asking them to focus on the activity of learning. Through this condition, the researcher felt that the monitoring and controlling of the students might be improved on the next cycle to get better situation and result.

d. Reflection

As mentioned in the observation above that there were some progress that showed by students in cycle II, even there were still problems that found by researcher. The result or progress that reached by students in cycle II could be seen in the following table:

Table 4.3. The Table of the Cycle II Test

No	Value	Students	Percentage
1	Very poor	4 Students	16%
2	Poor	3 Students	12%
3	Average	9 Students	36%
4	Good	7 Students	28%
5	Excellent	2 Student	8%
Total		25 Students	100%

The table above showed there were some progress of students' Speaking skill. There was significant different percentage in cycle II than in cycle I, which there was 16% students who was very poor, 12% of them were still poor, 28% students were good, even though there was 36% of them were average in speaking activity, and there was 8% students who excellent in speaking. To get clear information of students' percentage for their skill in speaking activity, we could see the following chart:

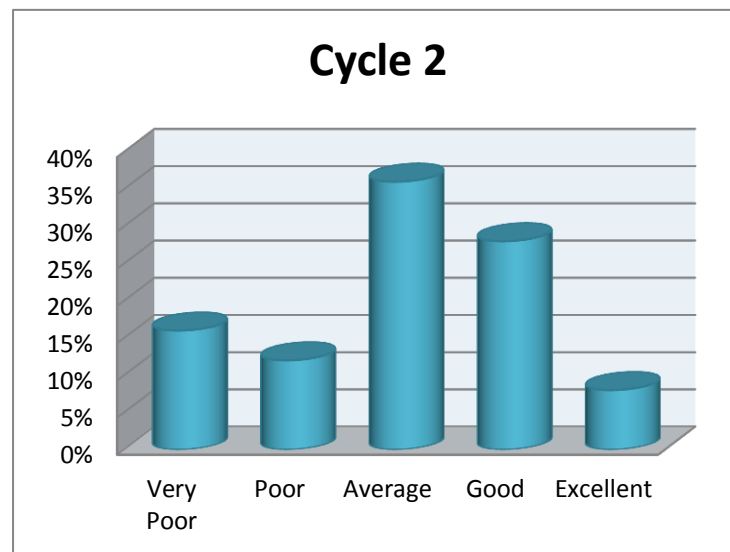


Figure 4.2 Percentage of Students' Speaking Score in Cycle 2

Considering with the result above, the researcher have to improve English teaching technique again that would be used in teaching and learning process in the next cycle. Besides that, the researcher must manage well the condition of the classroom activeness and motivate the students to be better in the next cycle.

4. Cycle 3

In cycle 3, the researcher tried to be more creative in applying simulation technique in teaching speaking to the students. The purpose was to improve the number of active students in simulation technique as well as the students' score. The procedures of cycle 3 were done as follow:

a. Planning

The plan of the action for cycle 3 was the continuation of the action that had been done in cycle 1. However, in cycle 2, there were some things reorganized. They are:

- 1) Preparing a set of classroom instruction to implement the action.
 - a) Preparing the materials, making lesson plan, and designing the steps in doing the action.
 - b) Preparing list of the students, name, and scoring
 - c) Preparing teaching purpose
 - d) Preparing sheets for classroom observation (to know the situation of teaching-learning process when the technique applied)
 - e) Preparing test for cycle 3 (to know whether students' speaking will increase or not)
- 2) The finding in cycle 2 showed that some students are not focus yet, and the condition of the classroom was rather noisy. Then, the researcher tried to control the students' activity by asking them to focus on the activity of learning. Through this condition, the researcher felt that the monitoring and controlling of the students might be improved on the cycle to get better situation and result.
- 3) The use of simulation technique in the classroom as a learning technique could attract the students' attention and their involvement in the teaching and learning process. Through simulation technique, the students would practice having interaction become more active. Research apply the simulation technique but with a new topic so it would enrich their speaking.
- 4) Considering that the students more active when they were asked to work in groups. Researcher would keep asking them to work in groups.

Researcher planned to make groups being more active in activities in every-meeting during cycle 3.

- 5) The grammar aimed to make the students have better structure. In other word, it helped the students in improving their structure to be more accurate. As found cycle 1 and cycle 2, the students' Grammar were still poor. Thus, research planned to keep giving feedbacks on the students' structure to improve their ability to speaking well use correct structure so that they did not make the same mistakes in the next activities.

b. Implementation

The implementation of action III was done on July 24th, 26th and 28th 2018. In this step the researcher applied the lesson plan. The following procedure of action II:

- 1) Pre-learning activity
 - a) Teacher greet students
 - b) Asking the students' readiness and asking them to pray
 - c) Asking the students' readiness and asking them to pray
 - d) Checking the students attendance list
 - e) Motivation
 - f) Apperception (Teacher asking the students some question related to the topic of learning, and teacher give some clue about the topic of learning material).

2) While/Main Activities

- a) Teacher giving material
- b) Teacher explain about material (Check Understanding)
- c) Teacher explain about simulation
- d) Teacher ask students to make some group that consist of negative and positive group
- e) Teacher giving the topic of simulation to teach group
- f) Teacher explain the format of simulation
- g) Teacher asking the students to do simulation based on their position.

3) Closing Activities

- a) The teacher may give some corrections or comments to the students' performance
- b) The teacher asked students if they have any difficulties in practicing their speaking ability or no
- c) Teacher ask the students to retell about what they have learned
- d) Teacher gives the feedback
- e) Closing the lesson by praying and say good bye

After implementing the simulation technique in cycle III the test for this cycle was administrated. The test was actually aimed at knowing the students speaking ability after implementing the simulation technique. It was done on July-August 2018.

c. Observation

During the observation in this cycle III, the researcher and English teacher found that all of the students tried to show their best ability in expressing English material orally and test that given in the last session. The researcher and English teacher observed the students activity in the classroom, especially their speaking activity through observation sheet. the students were very active and serious during cycle 4 process. Besides that, the researcher also motivated the students to speak as well as they could in front of the class with their partner. Because, the researcher hoped the students could increase their skill in speaking through this simulation technique. Furthermore, the researcher did not find the serious problems in this activity of speaking. The process of cycle 3 was running well as well as the researcher wanted.

d. Reflection

As mentioned in the observation above that there were some progress that showed by students in cycle III, even there were still problems that found by researcher. The result or progress that reached by students in cycle III could be seen in the following table:

Table 4.3. The Table of the Cycle III Test

No	Value	Students	Percentage
1	Very poor	0 Students	0%
2	Poor	3 Students	12%

3	Average	4 Students	16%
4	Good	12 Students	48%
5	Excellent	6 Student	24%
	Total	25 Students	100%

The table above showed there were some progress of students' Speaking skill. There was significant different percentage in cycle II than in cycle I, which there was 0% students who was very poor, 12% of them were still poor, 48% students were good, even though there was 16% of them were average in speaking activity, and there was 24% students who excellent in speaking. To get clear information of students' percentage for their skill in speaking activity, we could see the following chart:

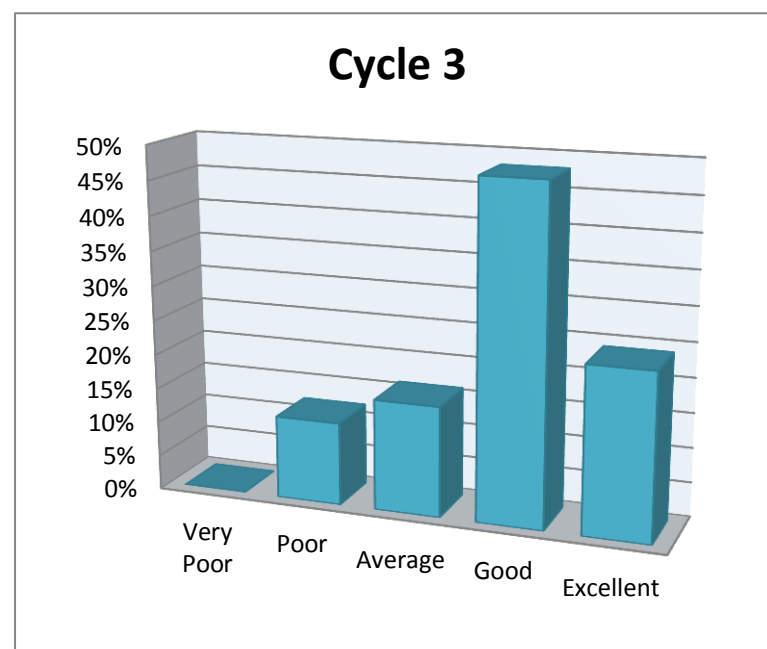


Figure 4.3 Percentage of Students' Speaking Score in Cycle 3

If we compared with the result in pre-assessment, there was significance different of result both cycle III and pre-assessment. In pre-assessment, most of students have some problem that made them felt difficult in speaking, such as low motivation to speak, don't have enough vocabularies to express their ideas, felling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with good technique to speak easily, unable to speak well that caused of difficulties in expressing their ideas. In addition, the teaching technique and media that applied before were not interest, and motivated students to learn actively and effectively.

5. The Analysis of the Pre-Assessment Test to Cycle 3

The researcher analyzed that there was improvement of students speaking ability from pre-assessment to cycle 3. The mean score of pre-assessment was 44,6 compared with cycle III which obtained 72,8. It was clear that the students' speaking ability was improved. Indeed, the mean score of cycle III (72,8) had passed the indicator of success which was 70.

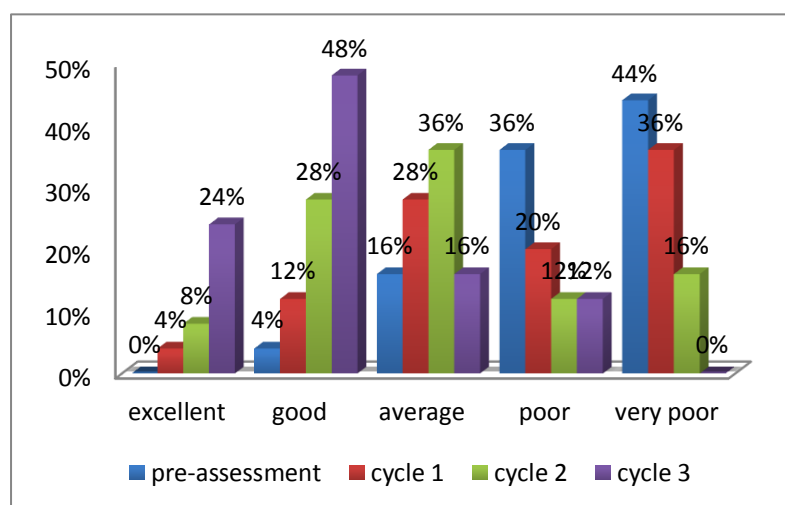


Figure 4.4. The Improvement of the Students' Speaking Ability from Pre-Assessment to Cycle III

Based on the students' speaking score, it was clearly that their ability in speaking oral present tense had improved and passed the KKM (70) with mean score of this cycle 72,8. Based on some considerations, the students' behavior in the classroom was well. The students could speak without any hesitant. They were confidence in speaking English. In addition the standard of success that had stated in the previous chapter was reached. Thus, this research would be stop at this cycle.

B. Discussion

Based on the results of research above, it could be seen that the students' speaking ability improved. It was proved by the mean score of pre-assessment (44,6), cycle I (51), cycle II (61,2), cycle III (72,8). The students' score of cycle III passed the indicator of success or KKM which was 70. It means that simulation technique with cartoon films had successfully contributed to the students' speaking ability.

Beside that, the results which found by researcher in each cycles of this research, the researcher could seen that most of students were interested in learning English speaking through simulation technique in teaching and learning process. The students had good selves-confidence to express their ideas in speaking activity inside classroom, most of them could minimize their fears and shy to speak, the frequency and percentage of students' speaking ability were increased well in each cycles. In addition, simulation technique could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom.

Simulation technique was applied in each cycle (cycle I, II, and III). The researcher followed up one cycle to the others cycles. It meant that after conducting the first cycle and observing some problem appeared in its cycle. Then, the researcher would follow up the cycle to the next cycle. The researcher tried to find out some solution and improved the students technique that might have been useful to motivate the students to speak up better. It was continued until the last cycle in this research. And each cycle consisted of three meeting which first and second meeting was for teaching and learning, while the last meeting was for cycle test. The researcher did some efforts within three cycles to give better strategy in applying role play technique aid cartoon films. It was done from cycle to cycle with the aim to improve students speaking ability. Those some efforts could build up the students' confidence in speaking English without having worry to make mistakes and without any pressure.

Another aspect that found by researcher in this research that simulation technique could motivate students and minimize students' problems in speaking English such as low motivation to speak, did not have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still right to express their ideas through oral communication, unfamiliar with good techniques to speak easily, unable to speak well that caused of difficulties in expressing their ideas, during teaching and learning process in classroom until students active in speaking.

Furthermore, according to Ken Hyland, a simulation is a problem-driven activity which occurs in a clearly described realistic setting. In a simulation

students are given a task to perform or problem to solve together with the necessary background information and environment in which to do it. The learner responds to the task and acts within the constraints of the environment to complete it..⁴⁶ This activity leads the students to play such a drama. So, the student will simulation to be another person in certain situation. So, simulation technique is effective, because it cans improve the speaking ability and intrinsic motivation of the students as well.

⁴⁶Ken Hyland. *Language Learning Simulations: A Practical Guide*. (Online serial) 31 (4), 1993, Retrieved from (<http://eca.state.gov/forum/vols/vol31/no4/p16.htm> accessed on July 20, 2018)

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, the researcher makes a conclusion that teaching speaking using simulation activities is effective or successfully improved. The students' improvement on speaking ability is shown from the difference of the students' mean score between before and after the actions. The extent of students' improvement during the teaching learning activity by using simulation activities in teaching and learning was good. It showed by the students' behaviours in performing the simulation activities. Beside that, during the researcher implementing the action, the students were more active and relax. They interested and enjoyed joining speaking class. Finally, it can be concluded that the simulation technique can improve students' speaking ability.

B. Suggestion

1. For the English Teachers

The use of this applied technique and media, will have a good affect to the students. It can help the students to achieve the goal of speaking. Therefore, the teacher should prepare the teaching and learning well. By creating an affective and interesting activities as well, the teacher could make the students enjoy the teaching and learning process. In addition, the students could be motivated to join the class students with effective strategies which can help them comprehend English.

2. For the Students

The students should manage themselves to always have positive attitudes towards English lesson. They should have high motivation in learning English especially speaking. They should know that it is important for them to have more practices in speaking. Vocabulary mastery, pronunciation can improved thought practicing. In addition, they should continuously active in the teaching and learning process.

3. For Other Researcher

This research studies the improvement of speaking ability using simulation technique as the strategy in the teaching learning process. The result of the research is expected to be able to encourage other researcher to conduct research dealing with the simulation technique in the other subject, like writing, reading, listening, or pronunciation. Otherwise, they can also study the improvement of speaking ability using other technique or other media.

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