
**USING SIMULATION METHOD TO IMPROVE THE SPEAKING
ABILITY OF THE SECOND YEAR STUDENTS OF SMK DAREL
HIKMAH PEKANBARU**

Nur Fitriani
Fadly Azhar
M. Nababan

Abstract

Nowadays, there are many strategies to learn English as the second language especially for the young language learners. The main part of learning a language is the language skill. In learning English, the students will learn four language skills, namely: listening, speaking, reading, and writing. In term of speaking, most of the students got difficulty in following the speaking class. Teaching speaking for young language learners is an interesting and challenging duty for teachers for some considerations. However, the teachers have tried many ways to teach the students to be able to speak in English, but the fact is there are still many students could not do it well though speaking is the main purpose in learning other language instead of the mother tongue. The problem that the writer intends to discuss in this paper is concerned with the speaking ability of the second year students of SMK Darel Hikmah Pekanbaru by using simulation method in the learning process. The reason for choosing the method because, it could help the teachers to create a very good way in teaching English. The teacher should utilize a teaching method that is attracting to teach speaking for the students which includes materials, comfortable environment, self-confidence teachers, etc. In other words, the better the teachers in using this strategy, the more interest the students in speaking subject. The objective of this research is to explain the method of simulation in improving the speaking ability of the second year students of SMK Darel Hikmah Pekanbaru.

Keyword : *Speaking ability, simulation method, improve*

INTRODUCTION

One of the most difficult situations in English teaching and learning process is the one related to spoken language. During the teaching and learning process, the teachers and the students were trying to use English as the communicative language to run the class well. Especially for the students, they are faced some problems in doing speaking class, such as less confident, afraid of making mistakes, etc. To support this, one thing should be considered as an effective strategy to help either the teachers or the students is by using simulation method. It is a teaching method, which allows the students to express their opinion without paying attention with the possible mistakes when they are speaking.

In term of speaking, most of the students got difficulty in following the speaking class. Teaching speaking for young language learners is an interesting and challenging duty for teachers for some considerations. However, the teachers have tried many ways to teach the students to be able to speak in English, but the fact is there are still many students could not do it well though speaking is the main purpose in learning other language instead of the mother tongue.

Speaking is an activity to do interaction among the people at least between the two persons. Burkart (1998) says in doing speaking, it is divided into two roles. They are the speaker and the listener. It is a process to deliver speaker's information or intention during the conversation. In addition, Burkart states that the nature of public speaking also means that one participant speaks to many people and is normally the main source of information. In other words, the speaker is one person but the receivers are many. The interaction in public speaking is therefore mainly dominated by one person – the speaker. This is very different from other kinds of speaking. For this reason the public speaker needs to prepare properly prior to presenting a public speech, if the speech is to be appropriate and effective.

In this study the researcher choose the simulation method to be taught to the students in order to improve the students' speaking ability. Based on the observation done in the second year students of SMK Darel Hikmah Pekanbaru, there is still lack of the best ways to encourage the students to speak in English. One of the reasons is the method used by the teacher still gives less improvement to the students' speaking ability.

According to Harmer (1999) simulation is students' simulate a real-life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thought and feeling they do not necessarily share. Simulation does not only make the students active but also creative and critical. Simulations stimulate real life situations and realistic environment. In simulation, student can bring item to the class to create a realistic environment. 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 simulation teaching method works so well because the students become much more engaged with the subject matter than through more conventional approaches to teach (lecturing, debates, discussion, videos, etc). This occurs because students' motivation and comprehension

are linked in such a way that these mental activities feed off each other and accelerate, as well as expand, the overall learning process (Jansiewicz, 2004).

However, in learning speaking English there is a standard competence and a basic competence should be achieved by the students. The standard competence students would be able to communicate in English as high as the Level Elementary while the basic competence that is suitable with the instrument and method in this research that should be achieved by the students is expressing any feeling by performing actions based on given situations.

To achieve all the purposes in learning speaking English, the students still lack of the best ways to improve their speaking ability. This condition made the writer interested to do the research in this school by bringing a new method that have not been apply yet at this school before. Therefore, the writer used simulation method as the main focus of this study.

METHODOLOGY

In this study the writer used a Quasi Experimental. A quasi experiment is a study that includes a manipulated independent variable but lacks important controls (e.g., random assignment), or a study that lacks a manipulated independent variable but includes important controls. So a quasi-experiment has some features of a well conducted experiment but not others. A quasi-experimental study is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study's participants. Dr. Price & Dr. Oswald (2008). It is about using simulation method to improve the speaking ability of the second year students of SMK Darel Hikmah Pekanbaru.

The first part of creating a quasi-experimental design is to identify the variables. The quasi-independent variable will be the x-variable, the variable that is manipulated in order to affect a dependent variable. "X" is generally a grouping variable with different levels. The predicted outcome is the dependent variable, which is the y-variable. In a time series analysis, the dependent variable is observed over time for any changes that may take place. Once the variables have been identified and defined, a procedure should then be implemented and group differences should be examined.

There are many types of quasi experimental designs. In this research, the researcher takes One Shot Pre Test and Post Test design. In a pretest-posttest design, a single group of participants is measured on the dependent variable both before and after the manipulation of the independent variable. In this method, the writer has to do the pre test to get to know the student's ability by interviewed all the students. The topic of the interview is about the Natural Environment. It consists of the problems and solutions about the disasters happened to the environment. After knew the student's speaking ability, the writer found that many students got low result for their speaking. Therefore, the next step done by the writer was arranging the lesson plan using the simulation method as the method to teach the students. This method will be used by the English teacher to teach in the classroom. Finally after the students were being taught by the simulation method, the writer did the post test to get to know whether there is an improvement on the students' speaking ability. In the post test, the students will be formed as four groups consist of six people in each group. Every group will be given a simulation about the situation and has to perform the story related to the situation given. All the simulations are about

the natural environment. The implementation of the simulation method could be seen as in the following table:

the implementation of simulation method

Stage	Focus	Learning Procedure	Action
Orientation	Explaining what the simulation are about and for	Teacher describes the particular simulation, the purpose of the simulation, and assign roles to the students	<ul style="list-style-type: none"> a. Greeting b. Class arrangement c. Teacher informs the background of the topic will be discussed and doing brainstorming with the students. d. Teacher write the rules on the white board
The Simulation	Practicing the roles	The students playing their roles as assigned	<ul style="list-style-type: none"> a. Teacher describes the particular simulation, the purpose of the simulation, and assigns roles to the students. b. Teacher gives a chance to the students asking about anything they have not understood yet about the simulation will be done. c. Teacher divides the students into some groups. d. Teacher gives the simulation for each group. e. Each groups play their roles as assigned f. While the activity, teacher makes

			anecdotal records, or fill observation guide.
Debrief	Evaluating the simulation	The students sit in small groups then each group has one question to discuss. The question is Which is the best way out for the problem that had happened from the situation? (based on the group presentation)	<p>a. Students sit in a group then each group has one question to discuss -Which is the best way out for the problem that had happened from the situation? (Based on the group presentation).</p> <p>b. Teacher supervises the students.</p>

To analyze the data and to find out the students' progress in speaking by using simulation method, the writer uses the formula below (Haris. D.P)

I. Student's Speaking Score
G + V + P + F

$$SA = \frac{\quad}{4}$$

SA = Students' speaking ability

G = Students' ability in Grammar

V = Students' ability in Vocabulary

P = Students' ability in Pronunciation

F = Students' ability in Fluency

To prove the hypothesis of the research could be analyzed by using the "t" test formula by Sudijono (1999) as in the following:

II. "t" Test Formula

$$1. SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

$$2. \quad SE_{M_D} = \frac{SD_D}{\sqrt{N-1}}$$

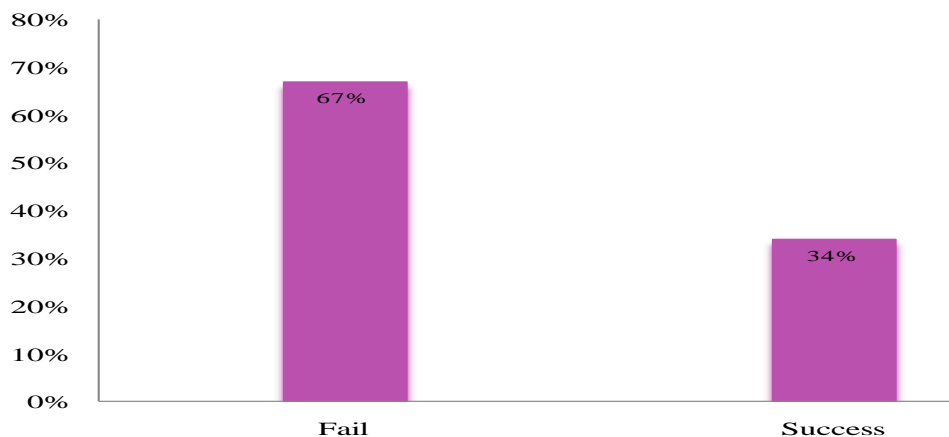
$$3. \quad t_0 = \frac{M_D}{SE_{M_D}}$$

- III. To analyze the “t” result of the pre test and post test, the writer also used the standard minimum of the English lesson at the second year students of SMK Darel Hikmah which is > 72 means there is any improvement of the students’ speaking ability and < 72 means there is no improvement of the students’ speaking ability.

FINDING AND DISCUSSION

The objective of the study is to find out the significant of the students speaking ability after being taught by using the simulation method. After the data had been collected, the writer came to the steps of analyzing the data. The writer wanted to present the finding based on the data obtained from the three raters. In this chapter, the writer shown what she has found in the class and presents it based on the data. The results were analyzed but separated score can be seen in the appendixes. In speaking, the students’ ability would be assessed in four terms, they are: Pronunciation, grammar, vocabulary and fluency. In this chapter, the writer presents the result of students’ ability in terms of speaking.

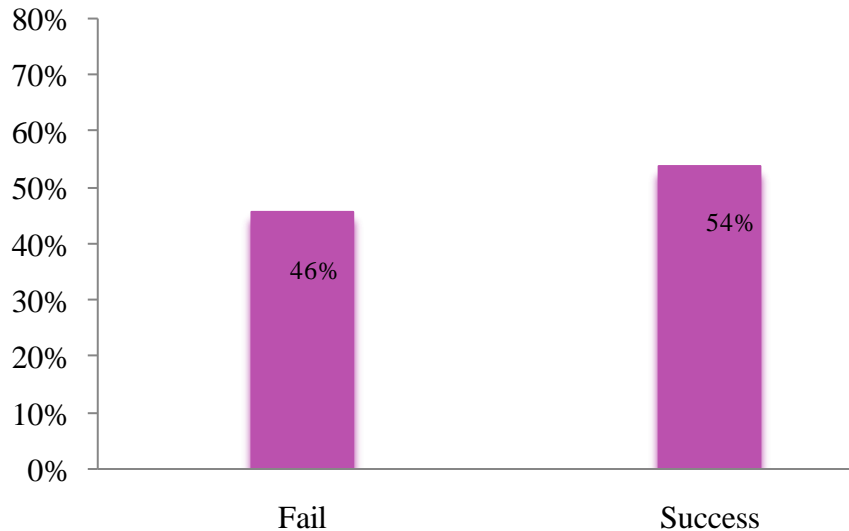
Based on the raters, the average score of the students’ speaking ability in pre-test was 69.75, it was lower than 72 as the minimum standard of English score at SMK Darel Hikmah Pekanbaru. The result of the students’ ability in speaking in pre-test can be seen in the following:



From the pre-test result we could see that there were 8 students were successful. They were successful because they got higher than 72 as the minimum standard of the English lesson. On the other hand, there were 16 students failed or got the average score lower than 72. The percentage showed us that there was 66.6 % failed and 33.3 % succeed. It means that the

speaking ability of students was not good yet. This result motivated the writer to conduct the research to improve the speaking ability of the second year students of SMK Darel Hikmah Pekanbaru.

Based on the raters, the average score of the students' speaking ability in post-test was 72.10, it was higher than 72 as the minimum standard of English score at SMK Darel Hikmah Pekanbaru. From the research conducted it could be seen that most of the students succeed in the post-test than in the pre-test. The result of student's ability in speaking in post-test can be seen in the following:



From the chart above we could see that the students' speaking ability was improved after using the simulation method in learning speaking. There were 13 students successful and 11 students failed. The percentage of the result was 54.1 % students succeed while 45.8 % students failed.

In the research, the writer used the “t” test formula to find the comparison of the pre-test and post-test result and to determine whether the hypothesis could be accepted. We could see from the list of the formula below. The hypothesis of the research is: “There is a significant improvement of the speaking ability to the second year students of SMK Darel Hikmah Pekanbaru by using the Simulation method”. Based from the result of the formula, we could say that the simulation method has shown the effectiveness in the real data. This method is a good method to improve the speaking ability to the second year students of SMK Darel Hikmah Pekanbaru or in other word, the hypothesis of this research is accepted.

THE FORMULA OF T-TEST					
NO	NAME	PRE-TEST (t1)	POST-TEST (t2)	D = (t1 - t2)	D ² = (t1 - t2) ²
1	Ade Ira	67.75	69.33	-1.58	2.51

2	Anisa Asfarina	83.33	84.92	-1.59	2.52
3	Arum Chaya	73.83	76.42	-2.59	6.69
4	Budiarti	65.75	69.67	-3.92	15.34
5	Endang Oktavia	63.75	66.17	-2.42	5.84
6	Eva Andriani	61.83	62.83	-1.00	1.01
7	Fajar Ayu	71.25	73.00	-1.75	3.06
8	Guslina Dewi	62.67	64.17	-1.50	2.24
9	Hadiati Rahmi	62.83	65.67	-2.84	8.05
10	Hazahara sa'adah	79.92	81.50	-1.58	2.50
11	Nailil Amani	71.08	73.92	-2.84	8.05
12	Nailiah Izati	72.08	74.67	-2.59	6.69
13	Nur Amira	70.67	72.83	-2.16	4.68
14	Nur Akasya	75.58	77.42	-1.84	3.37
15	Nur Saleha	63.33	65.83	-2.50	6.27
16	Nur Hasanah	74.83	76.92	-2.09	4.35
17	Nova Nuraini	69.33	73.33	-4.00	16.03
18	Prisda Zafira	68.17	70.75	-2.58	6.66
19	Rahma Juliana	74.00	75.75	-1.75	3.06
20	Ratna Ulan Sari	64.00	67.42	-3.42	11.67
21	Rika Oktria	74.42	76.25	-1.83	3.35
22	Selvy Ariska	66.17	68.75	-2.58	6.66
23	Silvy Anjani	66.92	70.00	-3.08	9.49
24	Widi Widyanti	70.54	72.83	-2.29	5.26
		69.75	72.10	-56.30	145.33

$$\begin{aligned}
 1. \quad SD_D &= \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}} = \sqrt{\frac{145.33}{24} - \frac{(-56.30)^2}{24}} \\
 &= \sqrt{6.05 - (2.34)^2} = \sqrt{6.05 - 5.47}
 \end{aligned}$$

$$= \sqrt{0.58} = 0.76$$

$$2. \quad SE_{M_D} = \frac{SD_D}{\sqrt{N-1}} = \frac{0.76}{\sqrt{24-1}} = \frac{0.76}{\sqrt{23}}$$

$$= \frac{0.76}{4.79} = 0.158$$

$$3. \quad t_0 = \frac{M_D}{SE_{M_D}} = \frac{-2.34}{0.158} = -14.81$$

$$4. \quad df = N - 1 = 24 - 1 = 23$$

$$t_{t.ts.5\%}=2.69 \quad \text{and} \quad t_{t.ts.1\%}=2.80$$

$$2.69 < 14.81 > 2.80$$

According to the Quasi Experimental method, the criterion of the successful research could be seen from the result of the pre-test and post-test. As explained in the chapter III that if $t_1 = t_2$ means no improvement, if $t_1 > t_2$ means fail and if $t_1 < t_2$ means success. Here is the data of the students' successful in the appendix. From the data, we could see that based on the Quasi Experimental Method all the students were succeed because all the data were shown that $t_1 < t_2$. We could see the result as in the following table:

NO	NAME	PRE-TEST (t_1)	POST-TEST (t_2)	CATEGORY
1	Ade Ira	67.75	69.33	$t_1 < t_2$
2	Anisa Asfarina	83.33	84.92	$t_1 < t_2$
3	Arum Chaya	73.83	76.42	$t_1 < t_2$
4	Budiarti	65.75	69.67	$t_1 < t_2$
5	Endang Oktavia	63.75	66.17	$t_1 < t_2$
6	Eva Andriani	61.83	62.83	$t_1 < t_2$
7	Fajar Ayu	71.25	73.00	$t_1 < t_2$
8	Guslina Dewi	62.67	64.17	$t_1 < t_2$
9	Hadiati Rahmi	62.83	65.67	$t_1 < t_2$
10	Hazahara sa'adah	79.92	81.50	$t_1 < t_2$
11	Nailil Amani	71.08	73.92	$t_1 < t_2$
12	Nailiah Izati	72.08	74.67	$t_1 < t_2$
13	Nur Amira	70.67	72.83	$t_1 < t_2$
14	Nur Akasya	75.58	77.42	$t_1 < t_2$
15	Nur Saleha	63.33	65.83	$t_1 < t_2$
16	Nur Hasanah	74.83	76.92	$t_1 < t_2$
17	Nova Nuraini	69.33	73.33	$t_1 < t_2$
18	Prisda Zafira	68.17	70.75	$t_1 < t_2$
19	Rahma Juliana	74.00	75.75	$t_1 < t_2$
20	Ratna Ulan Sari	64.00	67.42	$t_1 < t_2$
21	Rika Oktria	74.42	76.25	$t_1 < t_2$

22	Selvy Ariska	66.17	68.75	$t_1 < t_2$
23	Silvy Anjani	66.92	70.00	$t_1 < t_2$
24	Widi Widyanti	70.54	72.83	$t_1 < t_2$
		69.75	72.10	

CONCLUSION

Based on the result of the data analysis in chapter IV, the writer writes some conclusions for the research done in SMK Darel Hikmah Pekanbaru. Firstly, based on the pre test done to the students, the writer found that the students' speaking ability was still in a low level. That is the reason why the writer used the simulation method to improve their ability since this method has interesting way in learning speaking.

Next, based on the research done the writer could conclude that the simulation method could improve the students' speaking ability. The improvement of the students could be seen in the result table as attached on the appendix. In conclusion, this method gives a best way to improve the students' speaking ability in SMK Darel Hikmah Pekanbaru.

SUGGESTION

Based on the conclusion above, there are some suggestions might be helpful for the teacher and students in teaching and learning speaking English as the foreign language. First, the English teacher has to use the simulation method in their teaching speaking since this method has proven as one of the best methods used to learn speaking English.

Especially for the students, they have to create their own creativity based on the simulation given to make a spoken condition in the class based on their interest. In this research the writer gave the simulations to the students by given them a situation about an event might be happened in the forest and on the sea. After given the simulation, the students have to create the story and perform their story in front of the classroom. So, by using the simulation method could give an interesting to learn speaking for the students.

REFERENCES

- Azhar, Fadly, 2006. *Panduan Penulisan dan Pelaksanaan Ujian Skripsi Pada Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa dan Seni*. FKIP-UR (not publised)
- Burkart, Grace Stovall, 1998. *Modules for the professional preparation of teaching assistants in foreign languages*. Washington, DC: Center for Applied Linguistics.
- Davis, S. Randall, 1996. *Simulations: A Tool for Testing "Virtual Reality" in the Language Classroom*. December 20th, 2008. Tokyo: The Japan Association for Language Teaching.
- Harmer, J. 2004. *The Practice of English language Teaching* (sixth ed.). Malaysia. Pp. 274.

- Hatch, E and Lazaration, A. 1991. *The Reasearch Manual : Design and Statistics for Applied Linguistics*. Boston, Massachusetts 02116 : Heinle & Heinle Publishers. A division of Wardsworth, Inc.
- Hornby, AS, 1985. *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press. Oxford New York.
- Jansiewitchz, D. (2004, February 29). "E:MC2: Teaching with Simulation". http://www.allaacedim.com/meta/p117453_index.html. Accessed on December 10th, 2008.
- Lin, M. Teoh, 1993. *Simulation in Language Testing – Its advantages and Limitation in an ESP Context*. The English Teacher, Vol XXII.
- Littlejohn, A. (1990). Testing: The use of simulation/games as a language testing device. In D. Crookall & R. L. Oxford (Eds.), *Simulation, gaming and language learning* (pp. 125-133). New York: Newbury House.
- Malo, Manasse, 2010. *Metode Penelitian Masyarakat*. FISIP-UI (not published).
- Nunan, David, 1999. *Second Language Teaching & Learning*. Heinle & Heinle Publishers. USA.
- Nur Fauziah, Fitri, 2010. *Improving Speaking Competence Through Simulation for the Second Year Students of Xaverius Senior High School Ambon* (not published)
- Sudijono, A. 1991. *Statistik Pendidikan Pengantar*. Jakarta : Manajemen PT. Raja Grafindo Persada.
- Sukrowati, 2008. *The Use of Role Play to Increase Speaking Ability of the Fifth Year Students at SDN 008 Purnama Dumai* (not published).
- Walter,Elizabeth, 2008. *Cambridge Advanced Learner's Dictionary*. Cambridge University Press. USA.