

**THE USE OF SIMULATION TECHNIQUE IN IMPROVING STUDENTS'
SPEAKING PERFORMANCE**

**(A Classroom Action Research at SMP Muhammadiyah Program Khusus
Pracimantoro, Wonogiri, Academic Year In 2016/2017)**

THESIS

Presented as Partial Fulfillment of the Requirements for the Magister Degree of
Language Education Programme



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**GRADUATE PROGRAMME
WIDYA DHARMA UNIVERSITY KLATEN
2016**

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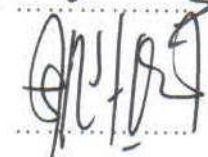
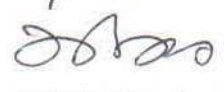
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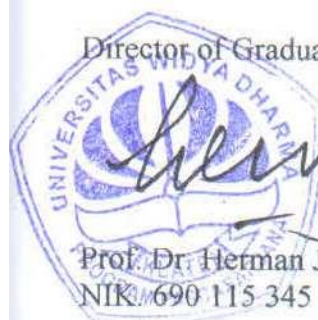
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Klaten, October 2016

The writer,




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DEDICATION

The writer is wholeheartedly dedicated this thesis to:

1. Mother and father who always teach patience and wisdom
2. Lovely brother and sister who always coloring her life
3. Family who always give her spirit in facing life
4. All of friends in Widya Dharma University
5. All of Indonesian Language lovers.

MOTTO

Education is not learning of facts, but the training of the mind to think.

(Albert Einstein)

If you are working on something exciting that you are really care about, you dont
have to be pushed. The vision pulls you.

(Steve Jobs)

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Klaten, October 2016

The writer

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ABSTRACT

Wahyu Ika Mustari. NIM. 14PSC01648. The Use of Simulation Technique in Improving Students' Speaking Performance (A Classroom Action Research at SMP Muhammadiyah Program Khusus Pracimantoro, Wonogiri, Academic Year In 2016/2017). Thesis. Language Education Programme, Magister Programme, Widya Dharma University Klaten, 2016.

This research is aimed to clarify whether simulation technique can improve second year students' speaking performance at SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri in Academic Years 2016/2017.

This research is a classroom action research using descriptive approach. The research was conducted in SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri from August to October 2016. The research subjects are 28 class VIIIB students. This research consists of three cycles. The procedure of this research consisted of planning, implementation, observation and reflection. Indicators of success of this research is the success of classical determined by the number of students who scored at least 70 of 75% of all students. The data collection was conducted using technique of observation, test, documentations and interview. Data were analyzed using Constant Comparative Method.

Based on the main data analysis, it could be drawn findings that the improvement of the students' speaking performance is significant after the students got Simulation technique. It can be seen from the comparison between all the score of cycle I, cycle II, and cycle III. The result showed that the mean of pre-test 62.14, the mean of post-test in cycle I is 66.32, the mean of post-test cycle II is 69,86, and the mean of post-test cycle III is 81.11. It means that Simulation technique is able to improve the students' speaking performance.

It can be concluded that the use of simulation technique can improve the students' speaking performance of the second year students of SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri in Academic Years 2016/2017.

Keywords: Speaking Performance, Simulation Technique

ABSTRACT

Wahyu Ika Mustari. NIM. 14PSC01648. Penggunaan Teknik Simulasi Dalam Meningkatkan Kemampuan Berbicara Siswa (Penelitian Tindakan Kelas di SMP Muhammadiyah Program Khusus Pracimantoro, Wonogiri pada Tahun Pelajaran 2016/2017. Tesis. Program Studi Pendidikan Bahasa, Program Pascasarjana, Universitas Widya Dharma Klaten, 2016.

Penelitian ini bertujuan untuk menjelaskan apakah teknik simulasi dapat meningkatkan kemampuan berbicara siswa kelas VIII di SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri pada Tahun Pelajaran 2016/2017.

Penelitian ini adalah penelitian tindakan kelas dengan menggunakan deskriptif. Penelitian ini dilakukan di SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri mulai dari bulan Agustus sampai Oktober 2016. Subjek penelitian ini adalah 28 siswa kelas VIII B. Penelitian ini terdiri dari 3 siklus. Prosedur penelitian terdiri dari perencanaan, pelaksanaan, pengamatan dan refleksi. Indikator keberhasilan penelitian ini adalah banyaknya siswa yang mendapat nilai minimal 70 dengan sebesar 75% dari keseluruhan siswa. Pengumpulan data dilakukan dengan teknik observasi, tes, dokumentasi dan wawancara. Analisis data menggunakan metode komparatif konstan.

Berdasarkan analisis data utama, bisa ditarik temuan bahwa peningkatan kemampuan berbicara siswa adalah signifikan setelah siswa mendapat tindakan menggunakan teknik Simulasi. Hal ini dapat dilihat dari perbandingan antara semua nilai siklus I, siklus II, dan siklus III. Hasil penelitian menunjukkan bahwa rata-rata nilai pre-test 62,14, rata-rata nilai post-test pada siklus I adalah 66,32, rata-rata nilai post-test pada siklus II adalah 69,86, dan rata-rata nilai post-test pada siklus III adalah 81,11. Hal ini berarti bahwa teknik simulasi mampu meningkatkan kemampuan berbicara siswa.

Dengan demikian dapat disimpulkan bahwa penggunaan teknik simulasi dapat meningkatkan kemampuan berbicara siswa kelas VIII di SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri pada tahun pelajaran 2016/2017.

Kata kunci: Kemampuan Berbicara, Teknik Simulasi.

CHAPTER I

INTRODUCTION

A. Background of the Study

English becomes the most essential language in the world. Almost all people from many different countries around the world use it to communicate. The area of English has always become a special interest. It's because of the importance of English in any scope of our lives. In the International relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language.

The teaching of English in secondary school is intended to develop the student's communicative abilities which puts the emphasis on the language skills covering listening, writing, reading and speaking. Speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Students should have ability to speak English in order that they can communicate with others. Teaching speaking skill is focused on making student active and creative. The great part of time in the process of learning speaking is dominated by students.

Although speaking is one of four language skills to be taught in secondary high school, it is often ignored by the teachers. This can be caused by many teachers spend too much time on teaching reading, writing even

some linguistic components such as structure, vocabulary than teaching English as means of communication written or orally. Moreover, since the evaluation of the students' achievement especially in final exam, mostly focuses on reading comprehension and is presented in the written form, therefore, in their attempts to enable to do National Examination most their teachers concentrate their teaching on reading and writing skills. Speaking skill, on the other hand, only gets less attention and time during teaching learning process.

The use of English for speaking is not simple because the speaker should also master several important elements of English: pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the student's speaking skill, give attention to the elements of speaking and make the English lesson more exciting. To help students improving their speaking capability the teacher of SMP Muhammadiyah Program Khusus Pracimantoro, Wonogiri conducts conversation subject, to facilitate the students to express their idea in speaking activities.

The fact shows that the student's English speaking ability or performance in SMP Muhammadiyah Program Khusus Pracimantoro specially in second year students was very low. If it was seen from the result of analysis of daily test; only few students got score above of passing grade or in Indonesian *KKM* (*Kriteria Ketuntasan Minimal* = 70). Many students still had

difficulties in communicating in English orally, although they had been learning English for one year and in elementary school. Based on the writer's observation as an English teacher, it was caused by some reasons. Many students stated that they were passive and reluctant to speak English because they had neither idea to express nor confidence for the target topic. They tended to be nervous when they were facing students. In which they were supposed to communicate using English orally. Some others said that they were afraid of making mistakes in both grammar and pronunciation so their friends were laughing at them that then made them ashamed, and of course it made them stupid in front of their friends and their teacher.

From the above explanation, the writer concluded some cases in relation to the passiveness of the students in communicating in English can be explained that students' low ability in speaking. The result of the preliminary study showed that most of the second year students of junior high school still had difficulties to communicate in English orally although they have been learning English since they were in elementary school. They were hardly able to speak English during the teaching and learning activities, even when they were asked to use English in the form of simple expression. Besides, many students tended to preserve themselves in silence during the question and answer activities and if they were asked to answer a question, they frequently used Indonesian to answer it.

Students' lack of confidence to communicate in English. In relation to the fear of making mistakes as stated in the above point, the students did not seem to be very confident about their abilities to use the language. In this case

the students often felt insecure to communicate in English. This problem might occur because of the psychological aspect since they were teenagers and get easily embarrassed about talking in front of others in formal class context.

The above evidence indicates that it is important to create learning situation with various teaching techniques. In order to teach second language learners, how to speak in the best way possible, there are many activities which can promote speaking are provided in communicative method like role play, simulation, information gap, storytelling, interview, story completion. In this opportunity, the writer is interested in choosing simulation activity as the teaching technique that will be applied in this action research because simulation is entertaining, they motivated the students and increase them self-confidence of hesitant students.

Simulation allows students to experience content directly. Players participate in an event rather than experiencing it variously by reading about it. Through this participation, players had a concrete experience that may help them to understand the abstract event though through an analogy. Students who had characterized as the “new learners” (those who are new clients to higher education based on their poor performance on achievements tests) were often those for whom high levels of abstraction were difficult. Simulation may provide these students with activities that create motivating, involving, and concrete (Hardianty, et al., 2013: 2).

Simulation is very similar to role-plays but what makes simulation different than role plays is that they are more complex. In simulation, students can bring items to the class to create a realistic environment. For instance, if a

student is acting as a singer, he brings a microphone to sing and soon. Simulation encourages students to actively participate in the teaching learning process because this activity provides a way of creating a rich communicative environment where students actively become part of some real worlds systems and functions according to the predetermined roles as members of that group. Simulation increases students' self-confidence because in simulation activities, students have different roles and do not speak themselves. It means that they do not have to take the same responsibility. By using simulation, students expected to be able to speak English actively, creatively and confidently.

Based on the above arguments, simulation would be an effective technique to solve those problems for junior high school. This technique would give supporting environment for the students to elaborate themselves with their own learning styles. Writer focused on improving students' speaking performance for junior high school. Here, the subject of this research will be "The Use of Simulation Technique in Improving Students' Speaking Performance (A Classroom Action Research at SMP Muhammadiyah Program Khusus Pracimantoro, Wonogiri, Academic Year In 2016/2017)".

B. Identification of the Problem

Considering the important of the identification problem, the writer is identified the problem as follows:

The first problem is the students' pronunciation and fluency in speaking English. They found it difficult to pronounce English words because

the pronunciation is often different from the words. Mispronunciation can lead to the misunderstanding among the speakers and the listeners. Consequently, it is important for them to be able to know the right pronunciation of the words.

The second problem is the opportunity to speak English. Most of the students did not have enough opportunities to practice speaking, so they are passive in joining the lesson. The opportunity to practice English is needed for them to be able to improve their speaking skills. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning English. This leads to the third problem, which is the students' motivation in learning English. They have low motivation to practice English either with the English teacher or friends. When the teacher asks them to practice with their friends, they tend to use Indonesian language or they just keep silent.

The fourth problem is the students' confidence to speak in public. They do not have self confidence to speak, they are afraid of making mistakes, and they cannot arrange the sentences. They need to practice more conversations in many kinds of new situations in which they will use the language more easily.

Based on the reality above, the writer decided to conduct a classroom action research study to overcome the problems that were faced by them in learning English, especially in learning speaking. The writer tried to use the Simulation technique to create an interesting and communicative classroom

situation that would motivate them to be engaged actively in the teaching and learning process so they could practice speaking English in the class.

C. The Limitation of the Problem

This study is limited for the second year students of SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri in Academic Year 2016/2017 on improving speaking performance.

D. Statements of Problems

In this research, the writer formulates the problem statement as follows:

1. How is the implementation of teaching speaking using simulation technique to improve the second year student's speaking performance at SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri in Academic Year 2016/2017?
2. Can simulation technique improve the second year students' speaking performance at SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri in Academic Year 2016/2017?

E. Objectives of the Study

Based on the problem statement, the general objective of study is to improve student's speaking skill. The specific objectives of the study are:

1. To describe the implementation of teaching speaking using simulation technique to improve the second year student's speaking performance at

SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri in Academic Year 2016/2017.

2. To clarify whether simulation technique can improve the second year students' speaking performance at SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri in Academic Year 2016/2017.

F. Benefit of the Study

In this study the writer expects that the research paper has benefits both theory and practice.

1. Theoretically
 - a. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.
 - b. The result of the research can be useful for English teacher in their teaching learning process, especially in teaching speaking.
2. Practically
 - a. It can improve both teacher and students' ability to solve their problem to master English especially in speaking.
 - b. The writer can get large knowledge about class action in applying and using it, especially in speaking learning.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Conclusion

Although at the beginning, the learners had doubts and lacked confidence, however after it has been conducted the research of teaching English speaking at secondary school through the use of simulation, the result showed that simulation technique improve the students' English speaking of the second year students of SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri in Academic Years 2016/2017. It can be seen from their participation, not only paying attention to the class teaching learning process but also interacting to the presented materials by the teacher when they joined the class. They have become more active and have been excited to join it. Besides when the researcher evaluated them to do the test, the result is satisfied enough. The mean score from pre test and from cycle one to the following cycle always get better progress. This shows that teaching English using simulation gives a high contribution to encourage the students' English speaking performance.

The findings show that the improvement of the students' speaking performance is significant after the students got Simulation technique. It can be seen from the comparison between all the score of cycle I, cycle II, and cycle III. The findings display that the students' speaking skill increases from pre to post test. The result shows that the mean of pre-test 62.14, the mean of

post-test in cycle I is 66.32, the mean of post-test cycle II is 69.86, and the mean of post-test cycle III is 81.11. It means that Simulation technique is able to improve the students' speaking performance.

Based on the result of research above, the writer concludes these following important points:

1. The use of simulation teaching technique improve the speaking competence of the first grade students of SMP Muhammadiyah Program Khusus Pracimantoro Wonogiri. The improvement is quite significant. It was reflected from the students' attitude inside the class during the English teaching learning process. They become more intensive in following and paying attention to the lesson. Besides, they are more active, excited, and responsive to the presented materials. Although the technique brings the positive progress, however there are still few problems in applying this technique. Firstly, for the low students, they tend to only keep remember the supplied text rather than produce their own English word(s) or sentence(s). Secondly, for the low students, it needs time and patience included a good approach to lead and support their better study because they are usually too shy to practice, so that they adapt to the other students (first learners). The last, the class will be a little noise or chaos in the classroom if the researcher can't manage it well, but it can make the student excited to learn.
2. Language teaching can be an interesting challenge when teachers make the efforts to explore a variety of technique. Simulation technique is one of

many learning technique which helps students to improve their comprehension. Along with their improvement on students' vocabulary it also makes the improvement on students' comprehension. Moreover, not only students' vocabulary and comprehension has improved, but also the improvement is showed in all of the components/ aspects of speaking skill.

B. Implication

The result of the research shows that teaching English using simulation can improve the secondary students' motivation in learning English, especially on the second year students. It is not only improving their motivation, but also improving their achievement.

After implementing simulation technique, there are improvements of students' speaking skill that covers speaking accuracy and fluency, the students' behavior in the teaching learning process, students' learning activities and the classroom atmosphere. Simulation technique given helps the students to comprehend the vocabularies more easily. Through the simulation activities, students can explore their ideas, opinions and thoughts in the real communication freely. The activities presented in simulation technique create students to be more active and courageous to speak. The improvement of students behavior could change the classroom from boring to be more alive.

Teaching speaking through simulation technique is effective and efficient if it is done by the various activities. That is why it is necessary to choose the appropriate activity that can be presented through dialogue such as simulation technique. Through those activities, students are more confident to

speak in front of their friends because all of them have the same role to speak. By practicing the simulation activities in each meeting, the students are able to speak more fluently.

According to the result, teaching using simulation is a good technique in improving the students' motivation and achievement in learning English. This result is suggested to be the reference for the teacher and the training in improving the quality in applying the effective technique toward improving the students' motivation and achievement in learning English.

C. Recommendations

Having concluded the result of students' activities in every cycle, the researcher would like to propose some suggestions for English teacher, students, and other researchers. The suggestions are as follows:

1. English Teachers

Before conducting the teaching learning process especially English to the secondary students, the teachers should learn how to enhance their ability in teaching English and to establish a good atmosphere in the class, so that the students feel at ease with their English class.

Teacher should select the content or different topics based on the school's requirements and also should meet the student needs. Practical and interesting materials can motivate students to actively engage in the speaking achievement. Besides, the teacher should pay attention that the materials or topics given to the students should not be very difficult, because the students may lose interest and get frustrated in the speaking

activity. So, the materials should be a little bit above the average level. so that the students feel challenging and would love to do it.

Teachers need to perform activities in pairs or group work than individual activities to help students to improve their speaking skills. Teacher should not measure students' performance from their ability in finishing the task or performance; instead, the teacher should focus on the students' competence or skill in using the language to communicate with their friends or other people.

Moreover, the teacher should help and facilitate the students to learn the language. When the students need help in the language, teacher should give immediate facilitation and help. Teacher using pair works let the students help each other in a good way to facilitate the students' language learning.

2. For the students

Study English as foreign language is not something difficult if the students have motivation to learn it. They can study English not only in the class but also everywhere, such as by watching English cartoon films, English fragment video, and etcetera. Therefore the students should always be active in learning English.

Besides, the students should change their attitude toward learning speaking skill. They should be more confident and braver to speak English rather than be afraid of making mistakes or be humiliated by their friends. They have to know that mistakes are parts of learning process. Without

making mistakes we can not find our progress. Students should practice English everyday in the daily life. As practice make perfect, by practicing everyday, their speaking will be improved day by day.

Moreover, they should not focus too much on the grammatical accuracy which would prevent them from practicing English and make them afraid of making mistake. It will be better if they focus more on their vocabulary mastery and fluency. They should realize that mastering sufficient vocabularies is very important in supporting their speaking skill, because without this ability, they would not be able to speak fluently.

3. For other Researcher

The researcher is aware that this research is not the end of the problems being studied. The result of the study doesn't prove yet that the output of this research is absolutely good for a time. Simulation is one of interesting and joyful approach that can be applied in the classroom to improve the students' speaking skill. Although the researcher has tried to do the best in implementing simulation approach to improve students' speaking performance, the result of this study is not perfect yet. Therefore, the researcher hopes that the other researcher could help to eliminate the weakness which were found in this study.

The writer hopes much that the finding of this study can be used as a starting point of the future research on similar problems. There are many other teaching techniques of English teaching that can be taken as object of research studies to find out the effectiveness of the teaching.

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