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**THE EFFECTIVENESS OF SIMULATION TECHNIQUE ON STUDENTS'  
ENGLISH SPEAKING ABILITY AT THE SECOND GRADE OF SMK NU  
WARGABINANGUN**

THESIS

Submitted to English Education Department of SyekhNurjati State Institute for  
Islamic Studies in Partial Fulfillment of the Requirement for Islamic Scholar  
Degree in English Education (S. Pd.I)



Arranged by:

**SAEFUDIN**

**Reg. No. 59430647**

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY  
OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES**

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## ABSTRACT

**SAEFUDIN.**

Register Number. **59430647.** 2016. “The Effectiveness of Simulation Technique on Students’ English Speaking Ability at The Second Grade of SMK NU Wargabinangun . This thesis is submitted to the English Department of Tarbiyah Faculty.

In learning and teaching at the classroom, teacher who teaches the students apply the various approaches, methods, and techniques. It is based on what teacher will be taught. Among of them, they can’t be separated each other. The researcher is interested in choosing simulation activity as the teaching technique that will be applied in this research because simulations are entertaining; they motivate the students and increase self-confidence of hesitant students.

This research is formulated by three questions. They consist of How is the students’ speaking mastery in experimental class by using simulation technique. How is the students’ speaking mastery in control class without using simulation technique. How is the effectiveness of simulation technique in students speaking mastery. Every question will be presented in chapter IV. Therefore, the writer discusses them and draws a conclusion.

In this thesis, the writer describes some theories and definition of speaking, nature of simulation technique. They have been obtained by scientist of language. For conducting this research, the writer uses quantitative research by using quasi experimental. The writer analyzes students’ mastery in speaking at experimental and control class also the effectiveness of simulation technique.

After processing the data that have been obtained, the writer found out that increasing of experimental class which get mean 6,7. Besides that,  $H_a$  is accepted because  $t_{count} > t_{table}$ . But  $H_o$  is rejected. The conclusions involve what the discussion in previous chapter.

This thesis is expected to improve the reader’s ability in English speaking, encourage the reader more speak up confidently.

**Key words: simulation technique, speaking**



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### RATIFICATION

The thesis entitled **“THE EFFECTIVENESS OF SIMULATION TECHNIQUE ON STUDENTS’ ENGLISH SPEAKING ABILITY AT THE SECOND GRADE OF SMK NU WARGABINANGUN”**, written by Saefudin whose Register Number 59430647 has been examined on June 24<sup>th</sup>, 2016. It has been recognized as one of requirements for Graduate Degree in English Education Department of *Tarbiyah* Faculty, English Study Program, *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	<u>15 - Agustus - 2016</u>	
The Secretary of English Language Teaching Department <u>Sumadi, SS. M.Hum</u> NIP. 19701005 200003 1 002	<u>15 - Agustus - 2016</u>	
Examiner 1 <u>Dr. Tedi Rohadi, M.Pd., SE., Dipl., TEFL</u> NIP. 19680309 200801 1 017	<u>27 - Juli - 2016</u>	
Examiner 2 <u>Sumadi, SS. M.Hum</u> NIP. 19701005 200003 1 002	<u>15 - Agustus - 2016</u>	
Supervisor 1 <u>Dr. Ilman Nafi'a, M.Ag</u> NIP. 19721220 199803 01 0004	<u>15 - Agustus - 2016</u>	
Supervisor 2 <u>Farouk Imam Arrasyid, M.Pd.I., M.Pd</u> NIP: 19830420 200901 1 009	<u>15 - Agustus - 2016</u>	

Acknowledged by Dean of *Tarbiyah* and Teacher Training Faculty  
*Syekh Nurjati* State Islamic Institute Cirebon



Dr. Ilman Nafi'a, M.Ag  
NIP: 19721220 199803 01 0004



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## CHAPTER I INTRODUCTION

### A. Research Background

English is as a language which is used to communicate with the other. It has been spread out throughout of the world. It has four skills (listening, reading, speaking and writing skill) to be mastered by someone. Hadfield and Hadfield (2008: 72) states that “Listening, reading, speaking and writing are referred to as “the four skills”. Listening and reading are receptive skills, i.e they require only understanding. Speaking and writing are productive skills, i.e they require the learners to produce something”.

The ability to speak is the most important aspect of language use. Sadtono (1983: 26-27) in Rohmawati (2001:1) said that “the speaking skill is a skill which is more difficult to master than the other skills because it can be held alone in the process in learning it”. It needs partner or partners to practice it. But if someone masters it well, in the sense that he converses freely, it can help in mastering the other skills such as listening, reading and writing skills. Sudirman(2001:8) also divides two functions of language they are expressive language modes (speaking and writing term) and receptive language modes (listening and reading term). It indicates speaking is very important in language function.

Many countries developed English in various aspects such as in education system, business, politics, etc. In Indonesia, Nowadays, English has been taught by teacher at school level from elementary school, junior high school, senior high school, to university. Of course, the students is demanded to master it, especially in speaking skill. Paul (2003:78) in Hafitsa (2010:3) states that “the students need to speak, speak, and speak”. From explanationabove, The researcher’s opinion that speaking skill is a skill that must be mastered by EFL Learners.

As a skill in communication, Speaking can produce something which is used by people to convey their message and to communicate with the other people in order that the message can be understood by receiver.



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On the other word, speaking is as a productive skill. There are many experts who define what speaking itself such as Lindsay and Knight (2006:57), Brown (2004: 140), and Tarigan (1981: 15).

According to Lindsay and Knight (2006: 57) states that “Speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people. From this statement, The researcher concludes that speaking has many elements in its processing”. Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. The researcher can conclude that speaking is a skill that can be observed not only directly but also empirically. Tarigan (1981:15) states that “speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message”. From the statement above, the researcher concludes that when someone speaks to the other, it means that he or she is expressing an idea and message.

In addition, related to speaking skill, Cameron (2001:41) states that “To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that a listener will understand”. From those statements, The researcher concludes that speaking is not only speak but also conveying a message in order that the message can be understood by the other people with precise word and based on grammatically. English is as a language which is used to communicate with the other. It has been spread out throughout of the world. It has four skills (listening, reading, speaking and writing skill) to be mastered by someone. Hadfield (2008: 72) states that “Listening, reading, speaking and writing are referred to as “the four skills”. Listening and reading are receptive skills, i.e. they require only



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understanding. Speaking and writing are productive skills, i.e. they require the learners to produce something”.

In learning and teaching at the classroom, teacher who teaches the students apply the various approaches, methods, and techniques. It is based on what teacher will be taught. Among of them, they can't be separated each other. Discussing about the method, certainly there is the word “teaching”, the method of teaching is one problem very important, it is how to apply a way that suitable in order to process of teaching and learning can effective and efficient. Certainly, application the teaching method will extremely of conditional and be changing on situation of students that be appeared. This situational is demanding there are categories that will be development like: aim of language learning, level of skill that had will be mastered of student and long time that is needed in the process of language. Learning by another term, material selection, material gradation, material presentation and material repetition. This stage can be innovated by teacher as able as that can be carried on, with permanent look at developing of student's intellectual. From explanation above, The researcher can conclude that approach, method, and technique are the important thing that are used by teacher to conduct learning and teaching at the classroom.

In learning and teaching activity especially in English teaching, the suitable method are important in the teaching process, the teacher wants to gain better result, to achieve a good result of these activities we have to use suitable method. Student's participation in the classroom is one of important activities in teaching learning process. Teaching learning process the classroom is an activity of transforming knowledge, attitude and skills, teachers are expected to develop and increase learning capacity, basic competence and potency owned by students. Besides that, technique in teaching English has many kinds such as singing, translating sentence, role play, group discussion, puzzle, and so forth. They are applied by teacher to attract the students to learn English. Those techniques are used



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based on what English skills properly. So, the item of technique is part of learning and teaching that can't be separated.

In this opportunity, the researcher is interested in choosing simulation activity as the teaching technique that will be applied in this action research because simulations are entertaining; they motivate the students and increase self-confidence of hesitant students. Simulations are very similar to role-play but applying of simulations different than role play is that they are more complex. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and soon. According to Banks et al (2001: 3), simulation is the imitation of the operation of a real world process or system overtime. The act of simulating something first requires that a model be developed; this model represents the key characteristics or behaviors/functions of the selected physical or abstract system or process. From explanation above, the witer can conclude that simulation technique offers the teacher some activities to conduct learning and teaching in the classroom.

The researcher will do this research at SMK NU Wargabinangun Cirebon. With this aim, various speaking activities such as playing card, simulation, story completion, reporting, brainstorming, interviews, role play, information gap and storytelling can contribute a great deal to students in developing basic interactive skills which are necessary for their lives. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. He teaches English in the classroom by using bilingual. It means that he sometimes uses English and Indonesia.



## B. Identification of the Problem

The field of study of the research is method of teaching, the approach of research in this thesis is using the quantitative approach. It means that the data which have been obtained the presented by numbers, so that they can be integrated by means of using a statistical analysis. There are many problems in English, especially about method of teaching and techniques that are used in the classroom.

In addition, there are many diseases of speaking when teaching speaking takes place in classroom. Roberts, Angela (2016) states on his article that Each person's experience with Parkinson's is unique, and this holds true for communication. Symptoms vary and can change as the disease progresses.

- **Language and Memory.** Some people with PD experience changes in cognition and language, which make it difficult to think quickly, to manage multiple tasks, to find words or to understand complex sentences. These changes, even if subtle, can make it challenging for a person with Parkinson's to follow a conversation. For example, I often hear people with PD say, "I know the word I want to say, but I just can't find it." A related problem can be the time it takes to formulate ideas. Together, these problems can create pauses in the conversation and cause others to become unsure about when it is their turn to speak. In a fastmoving group discussion, others may not wait, and the person with PD can find him- or herself getting left out. It may help to make others aware of these challenges, and to check in with the person with PD to see if they have anything to add.
- **Emotions and Gestures.** People with PD can have difficulty recognizing both words and facial expressions that convey emotions. At the same time, they may speak with a 'flatter' voice and make fewer expressive facial expressions, meaning that their faces communicate less meaning to their listeners. The same goes for physical gestures. Body language adds emphasis to a speaker's words, but in PD the speaker often has a compromised ability to make gestures. Together, these symptoms can



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affect how listeners interpret intended emotions such as humor, irony or sarcasm.

- **Speech and Voice.** About 90 percent of people with PD will experience changes in their voices or their ability to make speech sounds at some stage of their lives. Most commonly, the voice becomes quieter. It can also develop a breathy or hoarse quality. These changes may make a person's speech less precise and more difficult to understand, especially when speaking to partners who have hearing loss. Researchers believe that these symptoms are due to brain changes that make it difficult to follow internal cues, telling us how loud the voice should be or how much effort is required to produce clear speech. Then there is the matter of the speed at which people speak. Some individuals with PD may speak more slowly. Others - perhaps 10 percent - accelerate their speech so much that they stumble over sounds, and seem to be stuttering.
- **Walking and Talking.** People with PD may find it difficult to communicate while walking or doing other tasks. Speech may become softer, and less clear when moving around. The problem may be exacerbated if the person also is trying to express complicated sentences. People may also experience more frequent and longer pauses in conversation. The reverse of this is also true. People with PD may change their walking pattern or have more challenges maintaining balance when they are trying to talk while walking.

In this case, many factors can influence how someone can speak or can't speak English. The researcher finds some problems in classroom when he examines teacher teaching in classroom. They are English as second language for student, so they have to adapt and practice how to speak English fluently. Teacher teaches the students using different technique, but in teaching speaking she must focus what technique appropriate to be applied in classroom.



### C. Main Problem of the Research

The main problem of this thesis is the students have many difficulties in learning English as a compulsory subject at school, they often make mistake in speaking because they must adopt the structures or pattern that differ from those of their mother tongue, they neither practice nor communicate in English even they tend to speak in Indonesian instead of English. Therefore, they are reluctant to speak in English

### D. Delimitation of the Research

One of the problems in method of teaching English is aids to create learning and teaching process that's it effective and efficient, if the teacher select an approach it will influence to the method and selects a method will be influence toward the technique as well. This thesis, The researcher has decided to limit the topic only taking about "Simulation Techniques in learning speaking: a case study at the second grade of SMK NU Wargabinangun, because some of teachers need an appropriate method and suitable teaching aids in conveying the materials, thereby a teacher keeps seeking the most effective method. In this research, the researcher would like to limit the scope of this study because the problems relate to teach speaking are too broad. So, delimitation of this research as follows:

#### 1. Independent variabel

There are many techniques in the learning process. In this research is focused on simulation technique because the researcher want to find out students' mastery in learning speaking.

#### 2. Dependent variable

In English learning process, students learning about speaking. There are many kinds how to teach speaking at classroom, but in this research is focused on how far students can explain what they learned in classroom.

#### 3. Unit

In this research the researcher SMK NU Wargabinangun because the problem is found in this school. The researcher know about this problem based on interview with one of English teacher in this school.



#### 4. Respondent

Respondent of this research is the eighth grade students at SMK NU Wargabinangun as population. But, in the researcher takes sample only two classes which are consist of experimental group and control group.

#### 5. Sub Topic

Usually the lesson about speaking relate to discussion, report information, etc. But, in this research is focused on the learning speaking when the theme about bargaining. The theme is appropriated by syllabus for eighth grade of SMK NU Wargabinangun.

### E. Formulations of the Problem

The research questions are formulated as follows:

1. How is the students' speaking mastery in experimental class by using simulation technique?
2. How is the students' speaking mastery in control class without using simulation technique?
3. How is the effectiveness of simulation technique in students speaking mastery?

### F. Aims of the Research

Then based on the question of the research above, the researcher has tried to arrange the aims of the research as follows:

1. To find out the students' speaking mastery in experimental class by using simulation technique.
2. To find out the students' speaking mastery in control class without using simulation technique.
3. To find out the effectiveness of simulation technique in students' speaking mastery.



## G. Significance of the Research

This research is expected can indicate usefulness theoretical and practical information on the importance of simulation technique in teaching and learning speaking. This research has two significant, such as theoretically and practically.

### 1. Theoretically

This research is expected can gives understanding about the theory related to the implementation of simulation technique in speaking based on problem that students faced difficulties how to speak in English. And then, this theory can be a reference for the next research.

### 1. Practically

#### a. Researcher

The result of the research is expected to be useful information for the researcher herself about using of simulation technique in learning speaking.

#### b. Teachers

The result of this research is expected give information about the appropriate technique to teach speaking. Teacher who uses this technique when she or he teaches speaking and make students more active to speak in English. It means that it gives the alternative way for teachers in teaching speaking.

#### c. Students

This research is expected can be useful for students to be motivated, and it can help students more active to speak English in learning process especially in understanding theme of the lesson which is given by teacher.

## H. Frame of Thought

Learning language generally and learning foreign language particularly involve a large number of factors, such as teacher, method, instructional material and the students. These factors help and facilitate



language teaching learning process, notably the teaching learning of foreign language. According to Hornby (2000:533), Method is a way of doing something” because the method will influence toward succeed or failure of language teaching program, Sudjana supported (2000:76) that teaching method is a way used by instructor in correlation with students when the teaching process occur, seeing those definitions, it can be used by someone to teach expected goals, and method is a sequence of general plan used to present the linguistic subject based on selected approach in the classroom. While, Nunan (2000:228) in language teaching methodology has categorized the method in three classified methods. He mentionable them psychological tradition, humanistic tradition, second language and acquisition tradition.

## I. The Hypothesis of the Research

Sugiyono (2012: 159) stated hypothesis is the temporary answer of research problem or research question. According to Hasan (2009: 33-34) stated that based on the statistic test, hypothesis divided into two, they are:

### 1. Null hypothesis ( $H_0$ )

Null hypothesis of research is there is no influence of simulation technique on students’ mastery in speaking English at the second grade students of SMK NU Wargabinangun.

### 2. Alternative hypothesis ( $H_a$ or $H_1$ )

Alternative hypothesis of research is there is influence of simulation technique on students’ mastery in speaking English at the second grade students of SMK NU Wargabinangun.



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2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

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