THE EFFECT OF SIMULATION TECHNIQUE TOWARD STUDENTS' SPEAKING SKILL

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Abstract: This research is aimed to find out the effect of Simulation Technique towards Students' Speaking Skill at the second semester students of FPBS IKIP Mataram in academic year 2013/2014. The sample of this research is the second semester students of FPBS IKIP Mataram. The sample took by using simple random sampling. As the result of the sampling process, A class as experimental group and B class as control group. The research was quasi experimental with pre-test and post-test design. The technique that was used to analyze the data were descriptive and inferential statistic. The finding of the research shows that mean score of experiment group higher than control group and the score of t-test (2. 90) is higher than t_t (2.021) from (df) in degree of significance 0.05%. So, it can be concluded that there are any significance effect of Simulation Technique towards Students' Speaking Skill at the second semester students of FPBS IKIP Mataram in academic year 2013/2014.

Keyword: Simulation Technique and Speaking Skill

INRODUCTION

Nowadays, the problems that faced Indonesian students especially for undergraduate learners have difficulties in expressing their ideas. To answer the insufficient result of teaching speaking in Indonesia the governments have to look at several possible factors, such as learning technique, media and facilities. The suitable to the assumption that we all can speak, in fact to speak English well there are so many aspects we have to consider such as, grammar, pronunciation, intonation, stress, vocabulary, and fluency. However, if somebody has mastered the all of aspects, we cannot guarantee that she or he speak fluently because any other factors to influenced when speak like nervousness and afraid of making mistake. In addition, the lack of teachers' experiences in teaching to build up their students' speaking skill makes this skill hard to be mastered. Besides that, the factors of teachers used Indonesian language when they teach English in the classroom take a crucial part. Some teachers also teach speaking only by reading some dialogues and asking their students to read and make some dialogues.

One of the best ways to solve this problem is that teachers are supposed to be able to prepare some technique to help learners learn to speak in English. Simulation Technique can be a technique to be a solution to motivate the students in learn to speak in English because this strategy has some advantages such as: gives the students provision to encounter the real situation, improving students creativity, growing up the student braveness and their confident, improve the students' knowledge, behavior, and skill, and growing up the students enthusiasm in teaching learning process, (Sanjaya, 2006:160).

Speaking

Brown (2003: 140) states that speaking is a productive skill that can be directly and empirically observed; those observations are invariably collared by the accuracy and fluency. While, they also stated that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse. In additional, Thornbury (2005: 1) states that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. Therefore the researcher infers that speaking uses the word and produces the sound to express ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication is often dependent as much on the listener as on the speaker. There are three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar. It can be inferred that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speaker says. It is a skill of speaker to give information to a listener or group of listeners by transfer it effectively and speaking activity must be set on fun situation.

Assessing Speaking

According to Brown (2003: 167) there are several ways in assessing speaking skill:

a. Interview

When oral production assessment is mentioned, the first thing that comes to mind is an oral interview; a test administrator and a test taker sit down in a direct face to face exchange and proceed through a protocol of questions and directives. The interview which may be tape-recorder for re-listening is then scored on one more parameters such as accuracy in pronunciation and/or grammar, vocabulary usage, fluency, sociolinguistic, pragmatic, appropriates, task accomplishment and even comprehension.

Interview can vary in length from perhaps five to forty-five minutes depending on their purpose and context. Placement interviews, designed to get quick spoken sample from a student in order to verify placement into a course, may need only five minutes if the interviewer is trained to evaluate the output accurately longer comprehensive interviews.

b. Oral presentation

In the academic and professional arenas, it would not be uncommon to be called onto present a report, a paper, a marketing plan, a sales idea, a design of a new product, or method. A summary of oral assessment techniques would therefore be incomplete without some consideration of extensive speaking tasks. Once again the rules for effective assessment must be involved: (a) specify the criterion, (b) set appropriate tasks, (c) elicit optimal output, (d) establish practical, reliable scoring procedure and once again scoring is the key assessment challenge.

For oral presentations, a checklist or grid is a common means of scoring or evaluation. Holistic scores are tempting to use for their apparent practicality but they may obscure the variability of performance across several subcategories especially to major components of

content and delivery. Following is an example of a checklist for a prepared oral presentation at the intermediate or advanced level of English.

c. Picture cued story telling

One of the more popular ways to elicit oral language performance at both intensive and extensive level is picture cued stimulus that requires a description from the test taker. Picture may be very simple, designed to elicit a word or a phrase; somewhat more elaborate and busy or composed of a series that tells a story or incident. Here is an example of a picture cued elicitation of the production of a simple minimal pairs.

d. Retelling a story, news event

In this type of task, test takers hear or read story or news event that they are asked to retell. This differs from the paraphrasing task discussed above. In that is a longer stretch of discourse and a different genre. The objectives in assigning such a task vary from listening comprehension of the original to production of a number of oral discourse features (communicating sequence and relationships of events, stress, and emphasis patterns, "express dramatic story), fluency and interaction with the hearer. Scaring should of course meet the intended criteria.

e. Question and Answer

Question and answer tasks can consist of one or two questions from an interviewer, or they can make up a portion of a whole battery of questions and prompts in an oral interview. They can vary from simple questions like" what is this called in English?' to complex question like " what are the steps government should take, if any , to steam to rate of deforestation in the tropical countries?" the first question is

intensive in its purpose, it is a display question intended to eclectic a predetermined correct response. We have already looked at some of these type of questions in the previous section. Questions at responsive level tend to genuine referential questions in which the test-taker is given more opportunity to produce meaningful language in response.

Simulation Technique

Simulation can be defined as the act of initiating the behavior of some situation or some process by means of something suitably analogous (Zahid, 2013: 255). Therefore, according Brown (2000: 135) simulation is an activity involving complex interaction between groups and individual based on simulation real life and experiences. In a simulation, students play themselves in a simulated situation; they might be stuck in a lift or phoning to arrange an outing, for example. A more elaborate might involve the join planning and presentation of a business plan. Drama is the more general term encompassing role- play and simulation as well as other types of activities such as play-reading, recitation, and improvisation (Thornbury, 2005: 98).

RESEARCH METHOD

The researcher was applied Simulation Technique to teach the students in experimental group and Questioning-Answering technique was applied to control group. The design of this research is as follows:

Table 1. The Scheme of Research

Group	Pre-test	Treatment	Post-test
Experimental Group (R_1)	X_1	Simulation Technique (X)	X_2
Control Group (R_2)	Y_1	Questioning-Answering Technique (-X)	Y_2

Where:

R_1 : Experimental Group

R_2 : Control Group

X_1 : Pre-test for Experimental Group

X_2 : Post-test for Experimental Group

Y_1 : Pre-test for Control Group

Y_2 : Post-test for Control Group

The population of this research was second semester students FPBS IKIP Mataram were divided into two groups, namely experimental group and control group. In this research, researcher took the sample by using simple random sampling. To know the effect of simulation technique toward students' speaking skill, the instruments that will use by the researcher are test, recorder and questionnaire. The test that use is oral test, where kind of test is picture cued story telling. The researcher will ask to the students make groups and the student will present the material with their group. Recorder is type of instrument which use to record. While the students doing the presentation, the researcher records the student's performances by using the recorder and scoring after the class. If the students can tell well and correctly that covers, pronunciation, grammar, vocabulary, fluency, and comprehension, the students will have the maximum score 100.
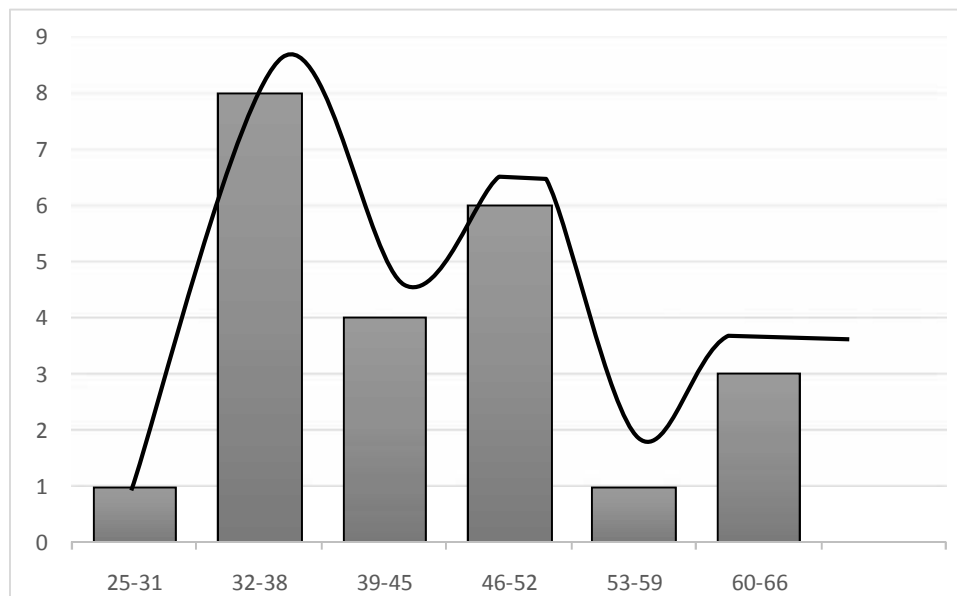
FINDING AND DISCUSSION

The data description of experimental group shows that the highest score is 64 and lowest score is 28 range between highest and lowest score is 36 the number of class was used 6, class interval 7 was used. The mean is 43.65, the mode 37.59, the median is 40.67, and the standard deviation is 50. Then, the frequency distributions of the data are shown in the table below:

Table 02. Frequency Distribution of Experimental Group

Class limits	Class boundaries	Midpoint	Tally	Frequency	Percentage
25 – 31	24.5 – 31.5	28	I	1	4.35 %
32 – 38	31.5 – 38.5	35	I̶I̶I̶I̶ III	8	34.78 %
39 – 45	38.5 – 45.5	42	IIII	4	17.40 %
46 – 52	45.5 – 52.5	49	I̶I̶I̶I̶ I	6	26.09 %
53 – 59	52.5 – 59.5	56	I	1	4.35 %
60 – 66	59.5 – 66.5	63	III	3	13.04 %
Total				23	100 %

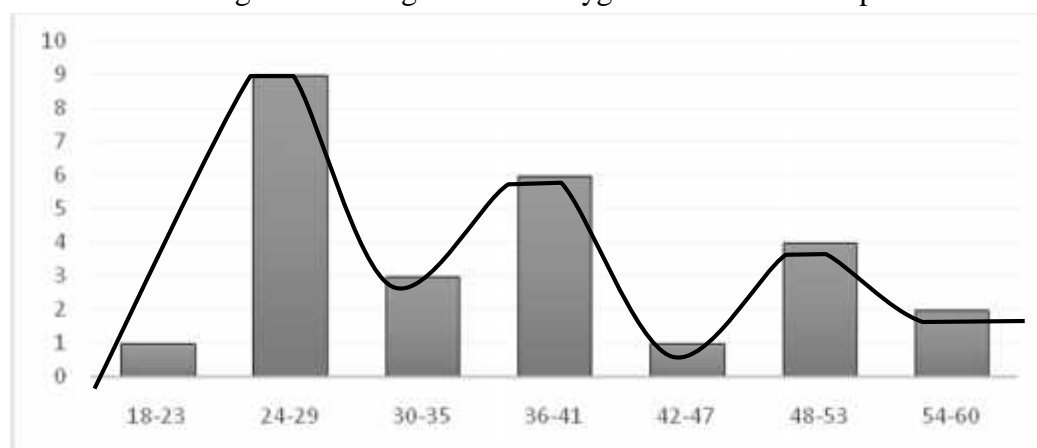Figure 1. Histogram and Polygon of Experimental Group.

The data description of control group shows that the highest score is 56 and lowest score is 26, range between highest and lowest score is 36, the number of class was used 7, class interval 6 was used. The mean is 36.30, the mode 29.92, the median is 31.48, and the standard deviation is 47.14. Then, the frequency distributions of the data were show in the table below:

Table 3. Frequency Distribution of Control Group.

Class Limit	Class Boundaries	Midpoint	Tally	Frequency	Percentage
18 – 23	17.5 – 23.5	22.5	I	1	3.84 %
24 – 29	24.5 – 29.5	26.5	HHHIIII	9	34.61 %
30 – 35	29.5 – 35.5	32.5	III	3	11.54 %
36 – 41	35.5 – 41.5	38.5	HHH I	6	23.07 %
42 – 47	41.5 – 47.5	44.5	I	1	3.84 %
48 – 53	47.5 – 53.5	50.5	IIII	4	15.38 %
54 – 60	53.5 – 60.5	57.5	II	2	7.72 %
Total				**26**	**100 %**

Figure 2. Histogram And Polygon of Control Group.

Based on the data, the value of t-test could be found in the following below:

$$t = \frac{(\overline{X_1} - \overline{X_2})\sqrt{(N_1 + N_2 - 2)N_1 N_2}}{\sqrt{(N_1 S_1^{\,2} + N_2 S_2^{\,2})(N_1 + N_2)}}$$

$$= \frac{(16.2 - 10.3)\sqrt{(23+26-2)23 \times 26}}{\sqrt{(23 \times 50 + 26 \times 47.14)(23+26)}}$$

$$= \frac{5.9\sqrt{47 \times 598}}{\sqrt{2375.64 \times 49}}$$

$$= \frac{5.9\sqrt{28106}}{\sqrt{116406.36}}$$

$$= \frac{5.9 \times 167.65}{341.18}$$

$$= \frac{989.13}{341.18}$$

$$= 2.90$$

Based on the result of the *t-test* above, it found that *t-test* 2.90 and *t-table* was 2.021. It was mean that the *t-test* value was higher than the *t-table*, these indicated that the effect of Simulation Technique was significant. It means that there was significant difference between students was being taught by using Simulation Technique and Questioning-Answering Technique. In experimental group which taught by using Simulation

CONCLUSION AND SUGGESTION

Based on the result of the analysis, the value of *t-test* was 2.90 and the value of *t-table* from the df (40) on degree of significance of 0.05% is 2.021. It can be concluded that the value of *t-test* is higher than the value of *t-table*. It means that there is significance effect of Simulation Technique towards Students' Speaking Skill. So, alternative hypothesis (Ha) was *accepted* and null hypothesis was *rejected*.

Based on the conclusion above, Simulation Technique has positive effect in speaking skill because this strategy help the students easier to speak, help the

Technique, the students more active in classroom, easier to express their ideas, easier to understand and enthusiastic when the teacher asked them to speak, while in control group which was taught by Questioning-Answering Technique the student felt bored, unmotivated and passive in teaching learning process even there are some students sleepy in classroom.

students to more active in the classroom, help the students easier to express their ideas, help the students easier to understand, enthusiastic in teaching-learning process, and more interested.

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