

Developing Students' Speaking Skills through Simulation Technique

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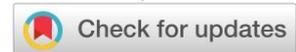
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ABSTRACT

The purpose of this study was to determine whether simulation technique can develop eighth grade students' speaking skills at SMP Negeri 2 Tanantovea. This study used quasi-experimental. The population of this study was 120 students. The sample of this study used cluster random sampling. The data collection of this study was pre-test and post-test. The data were collected through speaking tests, which consisted of pre-test and post-test, and analyzed using simple statistical methods. The result of pre-test in the experimental class was 1.1 and the control class was 1.13 and it means that the average score of the control class was higher than the experimental class while the post-test showed that the experimental class was 13.9 and the control class was 13.5. It means that the score in the experimental class was higher than the control class after using the treatment. It can be concluded that simulation technique significantly improved students' speaking skills and supported from the hypothesis. T-count was 46.2 and T-table was 1.67. It showed that, the null hypothesis was rejected and the alternative hypothesis was accepted. In conclusion, the use of simulation technique can significantly improve students' speaking skills at SMP Negeri Tanantovea Donggala.

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Speaking Skill, Simulation Technique and Developing.

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1. Introduction

International language, English is become the most important skill that the students have to mastered in it. In English, there are some components to make English better namely: speaking, listening, writing, and reading. Speaking is the most important part in English. Without speaking, the people are not able to communicate and get information from other people (Weda et al., 2021; Yaumi et al., 2024; Andini et al., 2021). Speaking is to be very convey ideas, arguments, opinions, or thoughts to others by using speech tools. Speaking skills will also be defined as verbal communication that shows understood a speaker is able to compose words to express his thoughts and will be reached by listeners (Rahman et al., 2019; Al-Obaydi et al., 2021; Youngsun et al., 2024). For the most of people, speaking is the basic system of communication. According to (Hamad & Alnuzaili, 2022) that speaking is the way to help to convey the message with gesture, posture and facial expression. Simulation technique makes learning activities fun and stimulates students' thinking and creativity. This means that students are expected to develop and practice their speaking skills. Simulations allow students to bring objects into the classroom to create a realistic environment. According to Aprilliai et al. (2024) that simulation technique is activity to intricate interaction and exchange of idea between group and individual are based on the simulation of real-life experiences. Based on the preliminary research. The researcher determine that the problems found out at SMP Negeri 2 Tanantovea. Students do not have any encourage to speak in English directly with teachers and classmates. When students want to talk, they need a lot of time to think. They usually have problems with grammar, vocabulary, and pronunciation, so they are afraid of making mistakes in speaking and they rarely practice speaking English. In the fact to the problems above, the researcher is interested to use simulation as a technique to develop students' speaking skill. The researcher focused on students achievement in accuracy, fluency, comprehensibility. Simulation will be used to encourage general oral fluency or to train students for specific situation.

Based on the problems statement above, the researcher is concluded the research question: "Can the use of simulation technique develop speaking skill of the grade eight students at SMP Negeri 2 Tanantovea"? Objective of the research is a clear, concise, declarative statement, which provides direction to investigate the variables under this research. Based on the problem statement above, the objective of this research is to prof if the use of simulation technique can develop speaking skill of grade eight at SMP Negeri 2 Tanantovea. The results of this research are expected to be useful for the teacher, students and other researchers. For the teacher, it is expected to be the alternative way for the teacher to

encourage their students to be more active in the classroom. For the student it is expected to make them more express their opinion and make them more active in the class. And for the other researchers it is expected to be reference to solve the problem that related this strategy especially in learning speaking skills. Scope in this research refresh to boundaries a scope of this research, defining its specific objectives, target population, variable, methods, and limitations, which helps researchers focus and limitations, which helps researchers focus and provides a clear understanding of what will be investigated. This research will conduct SMP Negeri 2 Tanantovea. This research will focus on fluency at the eighth-grade student at SMP Negeri 2 Tanantovea through simulation technique. This research has correlation with some studies that have been done by Nurrahma et al. (2023) Simulation as Project-Based Learning to Improve Students' Speaking Skill on Business English Course. The second research was conducted by Hamad & Alnuzaili (2022) that The Effect of Using Simulation Strategy in Developing English as a Foreign Language Speaking Skill. The third research by Minh & Nguyen (2023) that Using Stimulation Activities in Speaking Practice for Secondary School Students.

2. Methodology

The research design of this research is experimental design. One of the experimental designs is quasi experimental design that consisted of two group that experimental group and control group. This research is using the simulation technique to find out whether this technique can improve the student's speaking skill or not. The instrument is using posttest and pre-test. Pre-test will be given to experimental and control group to know the student's prior knowledge in speaking. After that, the researcher will be implemented the simulation technique to experimental class. Posttest will be given to experimental and control group. In this research is using two variables, they are independent variable and dependent variable. The independent variable is variable that researcher have to control and the dependent variable is variable that the researcher measured. So, in this research, the independent variable is developing speaking skill through simulation technique. While the dependent variable is the student's speaking skill The population of this research is VIII grade students that consisted of VIII A, VIII B, VIII C, VIII D of Smp Negeri 2 Tanantovea. The sample of this research is using cluster random sampling to determine the population of this research. As the result of this research, class VIII B selected as experimental class and VIII A selected as the control class.

3. Result and Discussion

In this research, the researcher discusses whether the students' speaking skill is develop using simulation technique or not. The researcher found out the problem at SPMN 2 Tanantovea Donggala in speaking skill, where the students' speaking skill is low because some problem. First, students are not encouraging to speak in English directly with teachers and classmates. Second, when students want to talk, they need a lot of time to think. Third, they usually have problems with grammar, vocabulary, and pronunciation, so they are afraid of making mistakes when speaking. The last, they rarely practice speaking English. Therefore, the researcher uses the simulation technique to see the speaking skill of the students and find the solution of that problem. Before giving the treatment, the researcher administered pre-test. The pre-test is to know the student's prior knowledge in speaking. After that, the researcher gave treatment to experimental class by using simulation technique. Simulation technique is helping the students to create their own feeling and expression based on the role of the character where they will act such as in their real life. After giving the treatment. The researcher administered post-test to see the effect of using simulation technique to develop the students' speaking skill. The result of post-test showed that the students' speaking skill is increased. Based on the result of pos-test in experimental class was 13.9 and control class was 13.5. It concluded that, the implementation of simulation technique significantly increased the students' speaking skill at SMPN 2 Tanantovea Donggala. This finding is also supported by the t-counted of this research was 46.2, while the t-table was 1.67. It showed that the hypothesis is accepted because the t-counted was higher than the t-table.

A selected as the population of this research is VIII grade students that consisted of VIII A, VIII B, VIII C, VIII D of SMP Negeri 2 Tanantovea. For the detail of the students' population will define as following table:

Table 1. Population of Students

No	Name of classes	Number of classes
1	VIII A	30
2	VIII B	30
3	VIII C	30
4	VIII D	30
Total		120

The sample of this research is using cluster random sampling to determine the population of this research. As the result of this research, class VIII B selected as experimental class and VIII control class.

3.2 Result of Test

a. Result of Pre-test

The individual score of students in experimental and control class on pre-test were presented in the following tables
The individual score of students in experimental and control class on pre-test were presented in the following tables.

Table 2. Individual Score of Students in Experimental Class on Pre-test

No	Initial	Fluency	Appropriacy	Obtained score	Raw score
1	AL	2	2	4	1.2
2	AJ	1	1	2	0.6
3	AD	3	2	5	1.5
4	AQ	3	3	6	1.8
5	AP	2	2	4	1.2
6	DA	1	1	2	0.6
7	FA	3	3	6	1.8
8	FS	3	2	5	1.5
9	FI	1	1	2	0.6
10	LMM	2	2	4	1.2
11	MM	2	1	3	0.9
12	MR	3	2	5	1.5
13	MRF	1	1	1	0.3
14	OP	2	1	3	0.9
15	RI	2	2	4	1.2
16	RK	2	1	3	0.9
17	RES	3	2	5	1.5
18	SA	2	1	3	0.9

19	SC	3	2	5	1.5
20	TI	1	1	2	0.6
21	TR	3	2	5	1.5
22	TP	2	1	3	0.9
23	ZSM	2	1	3	0.9
24	PF	3	3	6	1.8
25	AD	2	2	4	1.2
26	AG	1	1	2	0.6
27	PF	3	2	5	1.5
28	AY	2	2	4	1.2
29	AH	1	1	2	0.6
30	NR	1	1	2	0.6
Total				110	33

Table 2. Based the table above, it shows that the pre-test of experimental class got the higher score of students is 1.8 and the lower is 0.3. After obtaining the individual score of the students, the researcher computed the mean score of the pre-test is 1.1. It concluded that the students' ability is still low.

Table 3. Individual Score of Students in Control Class on Pre-test

No	Initial	Fluency	Appropriacy	Obtained score	Raw score
1	APT	3	2	5	1.5
2	AM	2	2	4	1.2
3	AG	1	1	2	0.6
4	AN	1	1	2	0.6
5	AML	3	2	5	1.5
6	AND	4	3	7	2.1
7	ACL	1	1	2	0.6
8	DM	3	2	5	1.5
9	EL	3	3	6	1.8
10	FP	2	2	4	1.2
11	FI	2	2	4	1.2
12	HU	2	1	3	0.9
13	KR	1	1	2	0.6
14	MAL	2	2	4	1.2
15	MR	3	2	5	1.5

16	NA	1	1	2	0.6
17	NA	1	1	2	0.6
18	NF	2	2	4	1.2
19	NHS	2	3	5	1.5
20	NAS	2	2	4	1.2
21	NU	3	2	5	1.5
22	RA	2	3	5	1.5
23	SI	2	2	4	1.2
24	SQY	1	1	2	0.6
25	VE	2	1	3	0.9
26	AMZ	2	2	4	1.2
27	AY	1	1	2	0.6
28	NM	1	1	2	0.6
29	NB	3	2	5	1.5
30	TIA	2	2	4	1.2
Total				113	33.9

On the table 4 shows that the pre-test of control class got the higher score was 2.1 and the lower was 0.6. Furthermore, the researcher computed the mean score and got the score was 1.13. The researcher concluded that the individual score in control class is higher than experimental class and it shows in the pre-test of control class is 1.13 and experimental class is 1.1.

Table 5. Individual Score of Students in Experimental Class on Post-test

No	Initial	Fluency	Appropriacy	Obtained score	Raw score
1	AL	3	3	6	20
2	AJ	2	2	4	13.3
3	AD	3	2	5	16.6
4	AQ	3	3	6	20
5	AP	3	2	5	16.6
6	DA	1	1	2	6.6
7	FA	3	2	5	16.6
8	FS	2	2	4	13.3
9	FI	2	2	4	13.3
10	LMM	2	2	4	13.3
11	MM	2	2	4	13.3

12	MR	3	3	6	20
13	MRF	2	1	3	10
14	OP	2	1	3	10
15	RI	2	2	4	13.3
16	RK	3	3	6	20
17	RES	3	2	5	16.6
18	SA	2	2	4	13.3
19	SC	2	2	4	13.3
20	TI	1	1	2	6.6
21	TR	3	2	5	16.6
22	TP	2	2	4	13.3
23	ZSM	2	1	3	10
24	PF	3	3	6	20
25	AD	2	1	3	10
26	AG	1	1	2	6.6
27	PF	3	2	5	16.6
28	AY	3	2	5	16.6
29	AH	2	2	4	13.3
30	NR	3	2	5	16.6
Total				128	419

Based on the table, the researcher administered the post-test after using treatment in experimental class to find out the improvement of students' speaking ability. It shows that the students in experimental class got the higher score is 20 and the lowest is 6.6. Furthermore, the researcher computed the mean score of post-tests and got 13.9.

Table 6. Individual Score of Students in Control Class on Post-test

No	Initial	Fluency	Appropriacy	Obtained score	Raw score
1	APT	2	3	5	16.6
2	AM	2	2	4	13.3
3	AG	2	2	4	13.3
4	AN	3	2	5	16.6
5	AML	2	2	4	13.3
6	AND	4	3	7	23.3
7	ACL	1	1	2	6.6
8	DM	2	2	4	13.3

9	EL	3	2	5	16.6
10	FP	2	1	3	10
11	FI	3	2	5	16.6
12	HU	2	2	4	13.3
13	KR	1	1	2	6.6
14	MAL	2	2	4	13.3
15	MR	3	3	6	20
16	NA	2	2	4	13.3
17	NA	2	2	4	13.3
18	NF	3	2	5	16.6
19	NHS	3	2	5	16.6
20	NAS	3	2	5	16.6
21	NU	2	2	4	13.3
22	RA	2	2	4	13.3
23	SI	1	1	2	6.6
24	SQY	2	2	4	13.3
25	VE	2	2	4	13.3
26	AMZ	2	2	4	13.3
27	AY	1	1	2	6.6
28	NM	1	1	2	6.6
29	NB	3	2	5	16.6
30	TIA	2	2	4	13.3
Total				122	405.3

After that, the researcher administered the post-test in control class and shows that the highest score of students is 23.3 and the lowest is 6.6. The researcher computed the mean score of the students and the mean score was 13.5. After calculating the score of post-test in both experimental and control class, the researcher accumulated the post-test in experimental class was higher than control class after using the simulation technique in experimental class. It shows that the mean score in experimental class was 13.9. While in control class, the mean score was 13.5. It can be concluded that the simulation technique improve the students' speaking ability.

Thus, it is clear that the use of simulation technique increased the students' speaking skill. The result of this finding is also supported by (Aprilliai et al., 2024) They found from observation and interview indicated that the students exhibited enhanced creativity and greater independent in expressing their idea after engaging in simulation. As a result, the students' English fluency and confident in speaking improved. Furthermore, the result of the current research is supported by Hamad & Alnuzaili (2022) who reported that using the simulation technique helped the students of experimental class to develop speaking skill and affected speaking micro-skill in term of body language, fluency, pronunciation, intonation, grammar, and vocabulary usage positively so that students became motivated to speak spontaneously. This research is also supported by Minh & Nguyen (2023) that the result of questionnaire was gain some

insight about their opinions toward the material and indicated that the students' speaking skill has improved significantly after they used the simulation technique. They also found the simulation technique was an effective method which gave the students the motivation to practice speaking English and also have positive impact on the ability to speak English of participant. In this research, the researcher found several limitation when applying the simulation technique in speaking skill, such as overaly structured interaction. Simulation often rely on pre-written scripts, which can limit the spontaneity and creativity of the students' responses and also making it difficult for critical thinking in problem solving. Additionally, there are emotional limitation, where the students struggle to capture the nuances of emotion in real life situation.

4. Conclusion

The use of simulation technique can develop the students' speaking skill. This research used a quasi experimental class that consisted of two class namely experimental and control class. The population of this class was 120 and consisted of VIII A,B,C,D. The sample of this research used cluster random sampling. So that, class VIII A selected as control class and class VIII B selected as experimental class. The instrument is using posttest and pre-test. The result of pre-test in experimental class was 1.1 and control class was 1.13 and it means that the mean score of control class was higher than experimental class before treatment. The result post-test of experimental class 13.9 and control class was 13.5. It showed that, the mean score in experimental class was higher than control class after use treatment in experimental class. It can be concluded that the simulation technique significantly improve the students' speaking skill and it is supported from the hypothesis. The t-counted was 46.2 and the t-table was 1.67. As the result, the null hypothesis is rejected and alternative hypothesis is accepted. In conclusion, the use of Simulation technique can significantly improve the students' speaking skill at Smpn 2 Tanantovea Donggala.

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