The Effect of Simulation Technique on Student's Speaking Skill at SMA Negeri 1 Rantau Selatan

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ABSTRACT

The objective of this research is the effect of simulation technique on student's speaking skill at SMA Negeri 1 Rantau Selatan Grade XI in the Academic Year 2019/2020. This research is quantitative experimental research methods. The design used in this research quasi experimental and used the Nonequivalent Control Group Design model. The sample used is purposive sampling from 5 classes XI MIA. The sample was used is XI MIA 2 as experiment class and XI MIA 3 as control class which has a subject 71 students. Instrument for collecting data were the tests namely pretest and posttest. The results of this research show that used of the simulation technique was there is any effect on student's speaking skill on student's speaking skill at SMA Negeri 1 Rantau Selatan in the academic year 2019/2020. The researcher found out that increasing of experimental class which got mean 53.9 on pretest and got mean 86.8 on posttest. Because t_{count} value higher than t_{table}(5.546 > 1.995), means it Ha is accepted and Ho is rejected

Keywords: Simulation Technique, Speaking Skill

INTRODUCTION

English as International language has a very great role nowadays because of the globalization era in every fields those are education, politic, social and economics demanding good command of English as the means of communications. Thus, as students who will be the next generation in international era must have good skill in English. This effort has been support by the government who has made English as one of the ultimate lesson starting from Junior High School level. Considering the position of English as a means of communication to understand, to expose information, thought, feeling, developing science and technology, culture both in written or oral, so good command of English become one thing that cannot be avoided.

Among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language. For most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the skill to carry on a conversation in that language (Nunan, 1991 : 39). In addition, Patel and Jain (in Sofyan, *et al*., 2015: 18) state that "The primary functions of language are communication, self-expression, and thinking". Hence, it is obvious that language is a means of communication. For a learner to master a language well, she/he must be
able to speak that language. Speaking skill clearly indicates that the learner knows how to use that language.

In reality, the competency of senior high school at SMA Negeri 1 Rantau Selatan in speaking English is still matter of concern. According to the recent curriculum, especially curriculum 2013, students are expected to be able to express either transactional or interpersonal communication in a daily life context, for example expressing and responding to sympathy. This mean that the curriculum objective of teaching speaking is to enable students to understand and use the language appropriately in accordance with the appropriate situation; for instance, expressing and responding to sympathy.

The problem then is thought not only lie in the Technique implemented. It can be assumed that some problems are with the students themselves because the most important factor in language learning is the

language learner. Based on the result researcher are trying to find a solution to the problem, namely by using Simulation Technique to enhance their progress in developing speaking skill.

THEORETICAL FRAMEWORK

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Chaney (in Vitasmoro, 2017: 54) Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. From the definition above, it can be concluded that speaking is a way to conveying something meaningful so that becomes a communication to other people.

A simulation is an instructional technique that can be used with appropriate learning material at any level from the primary grades through graduate studies. The complexity of a simulation should reflect the grade level and the sophistication of the material being taught or evaluated. There are published simulations available for purchase but many teachers prefer to create their own. Dunkel (1996: 3) “A simulation includes time for reflection and processing which allows students to share their experiences, assess their learning and evaluate their assessments against the intended outcomes of the simulation”.Theresearcher concludes that Simulation is way of taking the students out the classroom for a while and of showing them how English can be useful for them in certain situation.This technique will help the student’s to be felt comfortable and confident in practicing their English. Advantages of simulation are motivational advantages, gain related to relevance and learning, role awareness and an interdisciplinary view.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners Richard (2008: 19). Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

The procedure of simulation technique in the classroom:

1. Step One, orientation. Provides simulation topics and concepts that will be integrated in the simulation process. Explain the principles of simulation and games. Provide a general technical overview of the simulation process.
2. Step Two, practice for students. Make a scenario that contains the rules, roles, steps, and objectives to be achieved.
3. Step Three, the simulation process. Carry out game activities and organize these activities. Obtaining feedback and evaluation of the observations of the game made. Continue the simulation.
4. Step Four, strengthening and debriefing. Provides a summary of events and perceptions that arise during the simulation. Analyze the process.

METHOD OF RESEARCH

The research method used by researchers is to use quantitative experimental research methods. The design used in this research Quasi Experimental and used the Nonequivalent Control Group Design model. Jackson (2009: 36) quasi experimental method allows us to compere naturally occurring groups of individuals. The population in this study were students of class XIMIA SMA Negeri 1 Rantau Selatan and the sample used

was a purposive sampling technique, which is to take a predetermined sample. Ary, *et al* (2010: 156) Purposive sampling is also referred to as judgment sampling sample elements judged to be typical, or representative, are chosen from the population. According Kumar (2006: 100) the purposive sampling is selected by some arbitrary method because it is known to be representative of the total population, or it is known that it will produce well matched groups.

In this research, before being given treatment, both the experimental group and the control group were given a test namely the pretest, with the intention of knowing the group's condition before treatment. Then after being given treatment, the experimental group and the control group were given another test namely posttest, to find out the state of the group after treatment.This is to find out the effect of the simulation technique on speaking skill. Research conducted to compare between the control class and the experimental class. The control class treated using conventional. While the experimental class given treatment by using simulation technique. The research design used is as follows (Sugiyono, 2012: 79).

Table 1 Research Design Concept

	Pre-test	Treatment	Post-test
XI MIA^2 (Ex. Class)	√	√	√
XI MIA^3(Co. Class)	√	X	√

This research modified form of scale such pronunciation, grammar, vocabulary, fluency, comprehension. The cumulative score ranging from 0-100 form of scoring data by Brown (2001: 406-407).

Table 2 Scale for Assessing Students' Speaking Test

Categories	Criteria	Score
Pronunciation	5 (81 - 100)	The students can pronounce the words very well.
	4 (61 - 80)	The students can pronounce the words well.
	3 (41 - 60)	The students can pronounce the words adequate enough.
	2 (21 - 40)	The students can pronounce the words frequently unintelligible.
	1 (0 - 20)	The students can pronounce the words poorly.
Comprehension	5 (81 - 100)	The students comprehend the dialogue well and the content is clear.
	4 (61 - 80)	The students comprehend the dialogue in all although there is repeating in certain part.
	3 (41 - 60)	The students comprehend the dialogue but there are some repetitions.
	2 (21 - 40)	The students comprehend enough the dialogue but difficult to reply what their friend said.
	1 (0 - 20)	The student does not comprehended although in simple dialogue.
Fluency	5 (81 - 100)	The student is able to continue speech without too much hesitation.
	4 (61 - 80)	The student's fluency is having a little disruption by language problem.

	3 (41 - 60)	The students make a lot of mistakes in language problem.
	2 (21 - 40)	The students often doubt and stop because of limited language.
	1 (0 - 20)	The students often break off and stop while conveying dialogue.
Vocabulary	5 (81 - 100)	The student has board vocabulary.
	4 (61 - 80)	The student has adequate vocabulary.
	3 (41 - 60)	The student has good enough vocabulary.
	2 (21 - 40)	The student has limited vocabulary.
	1 (0 - 20)	The student has very limited vocabulary.
Grammar	5 (81 - 100)	The student has very good grammar.
	4 (61 - 80)	The students' error in grammar is quite rare.
	3 (41 - 60)	The students' grammar is good enough, able to speak the language with sufficient structural.
	2 (21 - 40)	The students' construction of grammar is quite accurately but does not have thorough or confidence control.
	1 (0 - 20)	The students' error is frequent but the content still understood.

RESULT AND DISCUSSION

Result

Result of pretest, posttest in experimental class and control class and N-gain of students learning outcomes can be seen in the table below.

Table 3 Students Learning Outcomes

No. Respondent	Experimental Class	Pre - test	Post - test
1	XI MIA 2	67.5	95
2	XI MIA 2	72.5	97.5
3	XI MIA 2	52.5	92.5
4	XI MIA 2	75	82.5
5	XI MIA 2	60	82.5
6	XI MIA 2	65	97.5
7	XI MIA 2	85	87.5
8	XI MIA 2	47.5	92.5
9	XI MIA 2	55	95
10	XI MIA 2	47.5	82.5
11	XI MIA 2	57.5	97.5
12	XI MIA 2	40	77.5
13	XI MIA 2	50	80
14	XI MIA 2	60	80
15	XI MIA 2	67.5	90
16	XI MIA 2	55	72.5

17	XI MIA 2	52.5	87.5
18	XI MIA 2	55	80
19	XI MIA 2	45	90
20	XI MIA 2	50	82.5
21	XI MIA 2	35	87.5
22	XI MIA 2	47.5	87.5
23	XI MIA 2	57.5	90
24	XI MIA 2	40	100
25	XI MIA 2	35	80
26	XI MIA 2	45	90
27	XI MIA 2	47.5	72.5
28	XI MIA 2	50	85
29	XI MIA 2	50	72.5
30	XI MIA 2	45	95
31	XI MIA 2	45	87.5
32	XI MIA 2	60	87.5
33	XI MIA 2	50	80
34	XI MIA 2	55	82.5
35	XI MIA 2	67.5	97.5
36	XI MIA 2	52.5	90

No. Respondent	**Control Class**	**Pre - test**	**Post - test**
1	XI MIA 3	65	65
2	XI MIA 3	75	75
3	XI MIA 3	55	57.5
4	XI MIA 3	70	75
5	XI MIA 3	65	62.5
6	XI MIA 3	75	72.5
7	XI MIA 3	72.5	80
8	XI MIA 3	57.5	50
9	XI MIA 3	55	55
10	XI MIA 3	55	65
11	XI MIA 3	50	77.5
12	XI MIA 3	52.5	87.5
13	XI MIA 3	62.5	75
14	XI MIA 3	65	85
15	XI MIA 3	70	75
16	XI MIA 3	65	82.5
17	XI MIA 3	62.5	67.5
18	XI MIA 3	57.5	87.5
19	XI MIA 3	62.5	75
20	XI MIA 3	60	87.5

21	XI MIA 3	57.5	75
22	XI MIA 3	72.5	62.5
23	XI MIA 3	57.5	77.5
24	XI MIA 3	67.5	75
25	XI MIA 3	37.5	75
26	XI MIA 3	37.5	77.5
27	XI MIA 3	45	85
28	XI MIA 3	42.5	80
29	XI MIA 3	45	70
30	XI MIA 3	35	87.5
31	XI MIA 3	47.5	75
32	XI MIA 3	60	92.5
33	XI MIA 3	55	75
34	XI MIA 3	52.5	92.5
35	XI MIA 3	67.5	72.5

No. Respondent	Experimental Class	Pretest	Posttest	N-Gain	Interpretation
1	XI MIA 2	67.5	95	0.85	High
2	XI MIA 2	72.5	97.5	0.91	High
3	XI MIA 2	52.5	92.5	0.84	High
4	XI MIA 2	75	82.5	0.30	Low
5	XI MIA 2	60	82.5	0.56	Low
6	XI MIA 2	65	97.5	0.93	High
7	XI MIA 2	85	87.5	0.17	Low
8	XI MIA 2	47.5	92.5	0.86	High
9	XI MIA 2	55	95	0.89	High
10	XI MIA 2	47.5	82.5	0.67	Medium
11	XI MIA 2	57.5	97.5	0.94	High
12	XI MIA 2	40	77.5	0.63	Medium
13	XI MIA 2	50	80	0.60	Medium
14	XI MIA 2	60	80	0.50	Low
15	XI MIA 2	67.5	90	0.69	Medium
16	XI MIA 2	55	72.5	0.39	Low
17	XI MIA 2	52.5	87.5	0.74	High
18	XI MIA 2	55	80	0.56	Low
19	XI MIA 2	45	90	0.82	High
20	XI MIA 2	50	82.5	0.65	Medium
21	XI MIA 2	35	87.5	0.81	High
22	XI MIA 2	47.5	87.5	0.76	High
23	XI MIA 2	57.5	90	0.76	High
24	XI MIA 2	40	100	1.00	High

25	XI MIA 2	35	80	0.69	Medium
26	XI MIA 2	45	90	0.82	High
27	XI MIA 2	47.5	72.5	0.48	Low
28	XI MIA 2	50	85	0.70	High
29	XI MIA 2	50	72.5	0.45	Low
30	XI MIA 2	45	95	0.91	High
31	XI MIA 2	45	87.5	0.77	High
32	XI MIA 2	60	87.5	0.69	Medium
33	XI MIA 2	50	80	0.60	Medium
34	XI MIA 2	55	82.5	0.61	Medium
35	XI MIA 2	67.5	97.5	0.92	High
36	XI MIA 2	52.5	90	0.79	High
Total		1942.5	3127.5		
Mean		53.9583	86.875	**0.70**	**High**

Calculation of Mean (average) and standard deviation of pre-test and post-test are:

Ex. Pre-test: $\overline{X\,1}$ = 53, 958
Std. Dev 1 = 10, 855
Co. Post-test: $\overline{X\,1}$ = 58, 071
Std. Dev 1 = 10, 625

Ex. Pre-test: $\overline{X\,2}$ = 86, 875
Std. Dev 2 = 7, 416
Co. Post-test: $\overline{X\,2}$ = 75, 143
Std. Dev 2 = 9, 999

Result Validity Test

The formula used to test the validity of this instrument is Arikunto Product Moment (2014: 213).Validity test Number of student (N) = 36, if significances level α= 0.05 is obtained r table = 0,329 and r count = 0, 621. The evaluation criteria if rxy> r table the moment it was said about the product is valid. From the 10 essays that have been tested contained 8 essays that valid and from the 8 valid essays taken 8 essays for the test.

Result Reliability Test

The formula used to test reliability of this instrument is The Alpha Cronbach (Arikunto, 2013: 239).Testby using formula of determining reliability obtained reliability coefficient with (N) = 36 and significances level α= 0.05 is obtained r table 0, 329 while r11 = 0, 726. Assessment criteria if 0.60 – 0.80 coefficients it is said that data is reliable and the criteria is high.

Result of Normality Test

To test the student's ability to use data normality test Liliefors (Sudjana, 2005: 466). From the calculation of the two classes, namely the value of using simulation technique on student's speaking skill in class XI MIA 2 SMA Negeri 1 Rantau Selatan pretest obtained L count = 0, 128 L table = 0, 148 and error analysis of students

using simulation technique on student's speaking skill in class XI MIA 3 pretest obtained L count = 0, 062 L table = 0, 150. Because L count < L table it can be concluded that two groups of samples is normal distribution.

The result of normality test of learning outcomes of using simulation technique on student's speaking skill in class XI MIA 2 SMA Negeri 1 Rantau Selatan posttest obtained L count = 0, 111 L table = 0, 148 and error analysis of students using simulation technique on student's speaking skill in class XI MIA 3 posttest obtained L count = 0, 106 L table = 0, 150. Because L count < L table it can be concluded that two groups of samples is normal distribution.

Result of Homogeneity Test

Based on the calculation, shows that the price of F experimental class = 1, 56 with F table = 4, 13 and F control class = 0, 70 and F table = 4, 14 and the real level α= 0.05. Turns F count < F table, means learning outcomes with using simulation technique on student's speaking skill have the same variance (homogeneous).

Result of Hypothetical Test

It is known that the two sets of data are normally distributed and have the same variance (homogeneous). The data used for testing this hypothesis is the ultimate test of student learning. Hypothesis testing is done to test the one hand by using statistical T-test.

Obtained T count = 5, 546. Then compared to the price of T table in dk 69 and level α=0.05 it is 1, 995. With the testing criteria are: accepted Ho if T count< T table. Since the calculation of hypothesis testing found that T count = 5, 546 and T table = 1, 995. So in this research Ho is rejected and Ha is accepted. In other words, there is an effect of simulation technique on student's speaking skill at SMA Negeri 1 Rantau Selatan in the Academic Year 2019/2020.

Table 4 T-test Two Sample

	Posttest (X1)	*Posttest (X2)*
Mean	86.875	75.143
Variance	56.563	102.920
Observations	36	35
Pooled Variance	79.405	
Hypothesized Mean Difference	0	
df	69	
t Stat	5.546	
P(T<=t) one-tail	0	
t Critical one-tail	1.667	
P(T<=t) two-tail	0	
t Critical two-tail	1.995	

DISCUSSION

The researcher observed the class XI at SMA Negeri 1 Rantau Selatan to identify the problems. This observation showed some problem which encouraged the researcher to conduct the research. The researcher did not only observe in the class, but also interviewed the teacher of English and the student to get further

information about the teaching and learning process. From the beginning of learning, there were some problems to be solved in the classroom.

The problem is found in the learning process, students and teacher and the model used to convey teaching materials. Firstly, the students did not have to feel comfortable and confident in practicing their English.Secondly, the students have less interest in learning English. Moreover, English was an activity that the students disliked much. Lastly, the students did not understand in learning material.Based on the results of research conducted by researchers, it can be explained that the learning process of teaching grade XI at SMA Negeri 1 Rantau Selatan using the simulation technique can stimulate the students have to feel comfortable and confident in practicing their English.

Supported by the data, based on the calculation of the student's value at XI MIA 2 found that the mean value of current students of Post-test examination on classroom using simulation is 86, 875 and 7, 416 greater than the average value of error analysis of student XI MIA 3 is 75, 143 and 9, 999. Pretest average value at XI MIA 2 is 53, 958 and 10, 855 while the mean value of error analysis at XI MIA 3 is 58, 071 and 10, 625. And the result of analyzing the data, the score of T-test is higher than t table (5, 546 > 1, 995). It explains that the class that gets treatment is better than the class that doesn't get it. And can be concluded that there is an effect of simulation technique on student's speaking skill at SMA Negeri 1 Rantau Selatan.

CONCLUSION

Based on data processing and testing hypothesis in this study can be concluded:

1. Simulation technique was believed to be able to motivate, encourage students and speaking class more enjoyable so that the students became actively involved and interested in the teaching and learning activities.
2. The students were given more chances for practicing speaking. In addition, since it was practiced among their classmates, the students could lose their fears of making mistakes. Joining the teaching and learning process, the students were more enthusiastic and they could reduce their boredom. Moreover, the students and the English teacher did not have any difficulties for implementing simulation technique.
3. Simulation technique giving feedbacks to the student was able in learning material. The students knew English words since they had known how to pronounce it correctly. It helped them to repair the students' mistakes in pronouncing the words. It can be implied that giving feedbacks made the students more confidence and it could repair their mistakes.
4. Based on the result of the test, the student's speaking skill had significantly improved from the pre-test to the post-test. The Pretest mean value before using simulation technique at XI MIA 2 is 53, 958 with standard deviation is 10, 855 while the mean value of error analysis at XI MIA 3 using conventional model is 58, 071 with standard deviation is 10, 625. The Post-test on classroom after using simulation technique at XI MIA 2 is 86, 875 with standard deviation 7, 416 while student who using conventional model at XI MIA 3 using conventional model is 75, 143 with standard deviation is 9, 999.
5. The result of analyzing the data, the score of T-test is higher than T table (5, 546 >1, 995). It explains that the class that gets treatment is better than the class that doesn't get it. And can be concluded that there is an effect of simulation technique on student's speaking skill at SMA Negeri 1 Rantau Selatan.

SUGGESTION

For the participants who are closely related to this research. After conducting the research, some suggestions would then be directed toward the teachers can adopt and apply this strategy in order to improve the students' speaking skill.For others researchers may consider this research as one of the references before they carry out research related to student's speaking skills.

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