
THE EFFECT OF SIMULATION TECHNIQUE ON STUDENTS' SPEAKING ABILITY (A Study at The Ninth Grade of SMP Negeri 2 Angkola Selatan in 2020/2021 Academic Year)

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Abstract : *The purpose of this research is to find: 1) the application of simulation technique. 2) the students' speaking ability before and after using simulation technique. 3) the significant effect of simulation technique on students' speaking ability at the IX grade of SMP Negeri 2 Angkola Selatan. Method of the research is experimental. The population of this research are all of the ninth grade students of SMP Negeri 2 Angkola Selatan. The consist 123 students. Purposive sampling technique was used to get a sample the consist 30 students. The technique for collecting data by observation sheet and giving test. The result of the application of Simulation Technique is 3.7, categorized "Very Good". The result before using Simulation Technique 36.3, categorized "Fail". While the students' speaking ability after Simulation Technique is 65.1, categorized "Enough". T-test is 12.85 and t-table is 2.04 it means that there is a significant effect of using Simulation Technique on students' speaking ability at the ninth grade students of SMP Negeri 2 Angkola Selatan 2020/2021 Academic Year)*

Keyword: Simulation Technique, Technique, Speaking

Abstrak : Tujuan penelitian ini adalah untuk menemukan: 1) penerapan model pembelajaran teknik simulasi. 2) Tingkat kemampuan berbicara siswa sebelum dan sesudah menggunakan teknik simulasi. 3) Apakah ada pengaruh yang signifikan dari model pembelajaran teknik simulasi terhadap kemampuan berbicara siswa pada kelas IX SMP Negeri 2 Angkola Selatan. Metode yang digunakan adalah Experimental. Populasi dalam penelitian ini adalah seluruh siswa kelas IX SMP Negeri 2 Angkola Selatan. Ini terdiri dari 123 siswa. Teknik sampling yang digunakan adalah purposive sampling untuk mendapatkan sampel terdiri dari 30 orang. Teknik pengumpulan data dengan lembar observasi dan tes. Hasil dari penggunaan teknik simulasi adalah 3.7, dikategorikan "Sangat Baik". Hasil sebelum menggunakan model teknik simulasi adalah 36.3, dikategorikan "Gagal". Sementara skor rata-rata kemampuan berbicara siswa setelah menggunakan teknik simulasi adalah 65,1, dikategorikan "cukup". Hasil uji t-hitung adalah 12.85 dan t-table adalah 2.04. Ini berarti ada pengaruh yang signifikan menggunakan teknik simulasi pada kemampuan berbicara siswa pada siswa kelas SMP Negeri 2 Angkola Selatan. Tahun ajaran 2018/2019.

Kata Kunci : Teknik Simulasi, teknik, Berbicara

I. INTRODUCTION

Speaking is one of the key for success in education especially in learning English. If the speaking ability is poor, it is very likely to fail in study or at least will have difficulty in making progress. On the other hand, if we have a good ability in speaking, we will have a better chance to succeed in our study. Students must master the aspects of speaking namely fluency, vocabulary, grammar, and pronunciation, in order to have a good ability in speaking.

The fact, the students' speaking ability in SMP Negeri 2 Angkola Selatan still low. This is seen from writer's observation. When the writer gave pre-test, writer found that 60% from 30 students SMP Negeri 2 Angkola Selatan are unable to speak english well. The mean of the test was 36,3 it is categorized as the low achievement. It means that curriculum expectations have not been achieved. It happened because there are many factors that affect the students' speaking ability. They are internal factors and external factors, internal factors such as do not have high self-confidence, low cognition, lack intelligence, lack motivation,

vocabulary, and attitude. While, external factors such as weakness teaching strategy, weakness learning material, curriculum, facility and society.

One factor to develop speaking ability is the teaching technique. A teaching technique is a strategy or model, selected purposefully, that educator use to instruct students or connect them with the content. Various efforts have been made by school and teacher to improve students' speaking ability such as, facilitating schools, providing reinforcement, apporoach, motivaton, using variations in teaching, using appropriate learning media, altering patterns of interaction with the purpose of creating pleasant learning and using effective and conducive model of learning certain subject matter.

Based on the explanation above, the writer tried to use simulation tachtique to improve students' speaking ability. Thus, the title of this research is““The Effect of Similation Technique on Students' Speaking Ability (A study at the ninth Grade of SMP Negeri 2 Angkola Selatan in 2020/2021 Academic Year).”

2. Speaking Ability

People entire the world use language by speaking to communicate with the others in all their activity. Although, there are two kind of language used in communication, that are writing and speaking. But, speaking considered as the most important language used in daily life. They hold a relationship with the other by speaking. In other hand, speaking is very important role in all appearance of life.

Rusmajadi (2010:55) stated that speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Juan and flor (2006) said that speaking in a second language has been considered the most challenging of the four skill given the fact that it involves a complex process constructing meaning. In language teaching and learning speaking considered as ability to be practiced and mastered. Armasita (2017:7) said that speaking is the productive aural/oral skill.

Based on defenition of speaking above, the writer concludes that speaking is a process to convey and sharing ideas and feelings orally. All of those elements need to be

mastered by the students. Speaking, especially in a foreign language, is a very necessary activity for all a ges of learners. It is expected to be understood by other people who use foreign language.

a. Indicators of SpeakingAbility

1. Fluency

Fluency is the ability to speak in a foreign language easily and accurately. Lado in Rahayu (2015:10) stated that Fluency can be defined as the ability to speak fluently and accurately. According to Rusmajadi (2010:58) fluency is one thing in learning English that is most coveted by those who are learning English and it is very important. It means that fluency is the speed of speech and how to stop or continue the person's to speak.

2. Vocabulary

Vocabulary is the core component of language proficiency and provides much of the basis for how learner, speak, listen, and write. According to Lado in Sukirlan (2017:2) "vocabulary is considered as an

important language component because it is able to support the learners' ability in developing language skill". Linse (2006:121) Vocabulary is the collection of words that an individual knows. . It means that vocabulary is a word taken and used when talking something

3. Grammar

Grammar or structure is the systematic study and description of a language. Lado in Setya (2016:6) stated that as the study of rules that are claimed to tell the students what should and should not say in order to speak language of the social educated class. According to Penny Ur (2009:75) "grammar is sometimes defined as the way words are put together to make correct sentences" . It means that grammar is the way people to sound and how to used in sentence grammar also element of speaking.

4. Pronunciation

Pronunciation is the way in which a word or sentence is pronounced. It is the act or manner of

speaking a word. According to Lado (1964:70) in jurnal's Endang (2010:12) "pronunciation is the use of sound system in speaking and listening". Based on explanation above the researcher conclude that speaking is the important skill to mastery in second language learning.

3. Simulation Technique

a. Definition of Simulation Technique

Simulation is an exercise that puts the learner in a situation that is intentionally created like a real life environment Setiyadi and Mistar (2008:45). Next, to Sa'ud (2005:129) simulation is a replication or visualization of the behavior a system, for example an educational plan, which runs over a certain period of time. Based on the explanation above the writer concludes that simulation technique is a technique of speaking oral activity situated in an imagery real life which the participants have roles to participate actively in the interaction solve the problems and make some discussion.

b. Steps in Doing Simulation Technique

The steps of simulation technique as follow:

According to Saefudin (2016:16) the standart step of simulation technique are:

1. In learning and teaching at the classroom, teacher who teaches the students apply the technique.
2. Discussing about the technique, certainly there is the word “teaching”, the technique of teaching is one problem very important.
3. It is how to apply a way that suitable in order to process of teaching and learning can effective and efficient. Certainly.
4. The teacher divides students into some groups that consist of four or five students.

c. The Advantages Technique and Disadvantages of Simulation

1. Advantages simulation Technique.

According to Hasanah (2012:32) there are some advantages of simulation technique they are: 1) It motivates learners, 2) It gives opportunity for meaningful practice of language learnt, 3) It injects a feeling of realism and relevance into the classroom.

2. Disadvantages of Simulation Technique

Besides, there are some disadvantages of simulation technique. According to Nursalam and Efendi (2008) such as: 1) Simulation technique are not always appropriate in providing experiences to students. 2) Not infrequently used as a place of entertainment for students, thus ignoring the learning function. 3) Lack of experience in applying simulation technique can make the students confused.

II. METHODOLOGY OF THE RESEARCH

Methodology is the way, system, rule or procedure that must be followed by a researcher in finishing the research activity. According to Trianto (2010:194), Methodologi of the research describes the plan of the research that consist of procedure or the steps must be done, time of the research, data resources, and how the data is acquired and analyzed. Similarly, Arikunto (2006:160) said that methodology of the research is the way that is used by the researcher in collecting the data of the research. In addition, Sugiyono (2014:3) said that methodology of the research is a scientific way to collect the data with certain purpose.

This method controls the selection of object of the research and the researcher uses one group pre-test and post-test only. Based on kinds of technique of sampling, the researcher takes non probability sampling, that is purposive sampling as the sampling technique. Purposive sampling is the technique of determining

samples with special consideration so that they are suitable as samples.

According to Trianto (2010:263), Instrument is a helping tool that is used by the researcher in collecting the data so that the activity becomes systematic and easier. Arikunto (2013: 203) said that instrument is the facility that is used by the researcher in collecting the data in order to make it easier and get better result, in the meaning of accurate, complete, and systematic. The technique of collecting data is needed in a research, a test was constructed based on the indicator as the instrument of the research. The technique of collecting data itself is a way which is used by the researcher to get the data from the research subject. The researcher is observation sheet and test. The researcher took the data by giving the test to the students with the form is topic the dialogue.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of impromptu speaking method on students' speaking ability at the eleventh grade students which contains 11 statement about the steps and the mean of the score is 3.6. So, the mean is included in the "Very Good".

After getting the data by giving pretest by make a dialogue and performace it was found that the highest score was 55 and the lowest score was 23, the students' speaking ability after taught by using simulation technique at the ninth grade students of SMP Negeri 2 Angkola Selatan is 65.1. It is categorized as "Good" category.

The researcher is going to test the hypothesis. However the testing hypothesis can be found after finding the score of each variable in mean, median, and mode. The data which is taken in accordance to the participant score on the instrument test responses were tabulated as the purpose of hypothesis testing that is mentioned previously, the data is analyzed by using ttest is 12.85

and ttable is known as number 2.04. After finding the score of ttest and ttable, both of the score are compared. it was found that ttest was higher than ttable ($t_{test} > t_{table}$ = 12.85 > 2.04).

According to the result of the data calculation above it was shown that there was a significant effect of Simulation Technique on students' speaking ability at the ninth grade students of SMP Negeri 2 Angkola Selatan.

IV.DISCUSSION

Based on the observation sheet, the result of simulation technique on students' speaking ability, the researcher found that the score is 3.6. The score is categorized as "Very Good" criterion. Furthermore, the result of students' speaking ability before taught by using simulation technique was 36.3 and it is included in "Fail" criterion. While, the result of students' speaking ability after taught by using simulation technique is 65.1. It is included in "Enough" criterion. It means that there is an improvement on students' speaking ability after taught by using simulation technique.

Looking the previous related research which has been discussed in the chapter II, if the researcher compare them with result of this research. The first, Hasanah (2012) who study about “Improving Students Speaking Skill Throught Simulation at grade X of Senior High School N 1 Prabanan”.The aspects that are discussed in variable X (Simulation Technique), discussed about the defenition, purposes, advantages, and standard procedure of simulation technique. While, in variable in variable Y (Speaking Ability), discussed about the nature of speaking, speaking ability, the aims of speaking. Based on the data analysis the results of data analysis shows a strong relation between the students’Senior High School N 1 Prabanan speaking and simulation technique.The research shows that by simulation technique, the students score in speaking is better. So, the researcher conducts the procedure or step in doing simulation technique and the relation which implementation in speaking for this research.

CONCLUSIONS

Based on the research result in chapter IV, the researcher describes the conclusion as follows: 1) the application of using simulation technique on students' speaking ability at the ninth grade of SMP negeri 2 angkola selatan in 2020/2021 Academic Year is 3.6 and it is categorized "Very Good". 2) The students' speaking ability before taught by using simulation technique on students' speaking ability at the ninth grade of SMP negeri 2 angkola selatan in 2020/2021 Academic Year was 36.3 and it is included as "Fail" category. While, the students' speaking ability after taught by using simulation technique on students' speaking ability at the ninth grade of SMP negeri 2 angkola selatan in 2020/2021 Academic is 65.1 and it is included as "Enough" category. 3) The testing that has been done to measure the hypothesis showed that t_{test} is higher than t_{table} ($t_{\text{test}} 12.85 > t_{\text{table}} 2.04$). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of using simulation technique on students' speaking ability at the ninth grade of SMP negeri 2 angkola selatan in 2020/2021 Academic Year.

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