ABSTRAK
IMPROVING STUDENTS’ SPEAKING SKILL THROUGH SIMULATION

(A Classroom Action Research At Eleventh Grade Students Of SMA Negeri 1 Sukodono Sragen In 2014/2015 Academic Year)

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ABSTRACT
The purpose of the study are: 1. To know whether simulation can improve the students’ speaking skill in teaching learning speaking in class XI-A2 of SMA Negeri 1 Sukodono, Sragen in 2014/2015 Academic Year ; 2. To know the implementation of simulation in teaching learning speaking in class XI-A2 of SMA Negeri 1 Sukodono, Sragen 2014/2015 Academic Year.

The research was conducted at SMA Negeri 1 Sukodono Sragen from January to February 2015. The subject of research was the eleventh grade students consisting 28 students. It was a Classroom Action Research. The research took two cycles. Each cycle had four steps: planning, action, observation, and reflection. In collecting the data, the researcher used observation, interview, document, and test. In analyzing the data, the researcher used quantitative and qualitative data.

The result of the research showed that there were some improvements on the students’ speaking skill. It was shown by their improvements of scoring and performance. On pre test, the mean of their score was 51.07, but in the post test 1, their mean improved to be 63.57. Its improvement is continued on the post test 2, where their mean score became 74.28. It showed that the result of post-test 2 has reached the KKM (Kriteria Ketuntasan Minimum) 72. After Simulation was conducted in Teaching Learning Speaking, the class condition became more energetic and full of enthusiastic. Besides that, the students become more confident when speak up in front of class. So, Simulation could improve the students’ speaking skill.

Key words. Speaking Skill, Teaching Learning English, Simulation
INTRODUCTION

Language is the symbol of the speech sound system is used to communicate to the public. People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. One of language that is used by many people in the world is English. English as International Language is to be uniting the differences language. English is used to communicate and transfer the science, technology, politics, culture and education. English as the second language, then it should be taught in many grades of schools. English is as the second language in Indonesia.

One of important skill that should be mastered by students is Speaking. According to Spratt, (2011: 43), “Speaking is one of the four language skills: reading, writing, listening, and speaking. Speaking and writing are productive skills. That means that unlike listening and reading, they involve productive language rather than receiving it.” Actually, people like to learn about listening and reading. Sometimes they feel that speaking and writing are difficult to produce. Speaking is probably the language skill that the most produced to communicate, to share science and information. Speaking is the goal to interact with the other people, so learn to speak is important.

In SMA Negeri 1 Sukodono, Sragen, the minimum score (KKM = Kriteria Ketuntasan Minimum) for English is 72. It was too
high for the students in clas XI especially class XI-A2. The average score in class XI-A2 for English was 6.5. Teaching Learning speaking was not easy for them.

The obstacles were from students, teacher and school. The obstacles from students were (1) the students were not interested in studying English; (2) the students usually were bored when they studied English, because they thought that English was difficult; (3) they also got nervous whenever they tried to speak up and they were worried if other students would laugh at them if they made a mistake; (4) Students wanted to speak in English but they did not have enough vocabulary so the students also did not know how to speak English. The obstacles from school were (1) there was no language laboratory; (2) it did not have LCD in every class; (3) there were not available enough books and dictionary in library to support students in learning English. The obstacles from teacher were (1) she rarely taught speaking in a class; (2) she only gave assignment for the students; (3) she taught writing skill a lot.

The successful of the teaching learning process is the use of an appropriate method. According to Brown (2000: 16) the term 'Method' is: "A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always
thought of as being broadly applicable to a variety of audiences in a variety of contexts”.

One of the appropriate methods for teaching learning speaking is Simulation. According to Allan C. Omstein and Thomas J (2000 : 248), “Simulations are abstractions of the real world, involving objects, processes, or situations… However, teacher-made simulations are more often used in the classroom, because they can be geared for specific students, subjects, or grade levels”. So Simulation was very appropriate to be applied in class XI-A2 of SMA Negeri 1 Sukodono Sragen.

This research aims were: (1) To know whether simulation could improve the students’ speaking skill in teaching learning speaking in class XI-A2 of SMA Negeri 1 Sukodono, Sragen in 2014/2015 Academic Year; (2) To know the implementation of simulation was in teaching learning speaking in class XI-A2 of SMA Negeri 1 Sukodono, Sragen 2014/2015 Academic Year.

**RESEARCH METHODOLOGY**

This research was conducted at SMA Negeri 1 Sukodono Sragen. The location of SMA Negeri 1 Sukodono Sragen is on Jl. Raya Sukodono – Tanon KM.01, Sukodono, Sragen, Jawa Tengah. This research was conducted on January 2015 to February 2015 Academic Year 2014/2015.

The subject of the research was the students of the eleventh grade of SMA Negeri 1 Sukodono, Sragen in Academic Year
In this research, the researcher took one class of the eleventh grades of SMA Negeri 1 Sukodono, Sragen. The researcher took class XI-A2. This class consisted of 28 students; they were 4 boys and 24 girls. The researcher chose that class because first, there were some students who did not like English, because they felt that it was difficult. Second, the method was good enough, but the students could not improve their Speaking yet.

The method of this research was Classroom Action Research (CAR). According to Iraís, Tlaxcala (in Anne, 2010: 5), ” Action Research is carried out by teachers in their context, in their classrooms. Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of an intervention. They document the intervention and results of it. If the results are positive they could lead to the dissemination of the information. If not, the cycle may be started again”.

In the Classroom Action Research, the techniques of collecting the data were tests (pre-test and post test) and non-tests (observation, interview, documents). The result of the use of Simulation could be seen in speaking test. The observation was being done by the researcher as the observer.

In the procedure of Action Research, the researcher took two cycles. Each cycle used six steps, they were: identifying the problem, implementing the action, observing, reflecting, and revising the plan.
In analyzing the data, the researcher used two kinds of data analyzing. They were qualitative and quantitative data analysis:

In qualitative data analysis, the researcher used interactive model by Miles and Huberman (in Sugiyono, 2010: 337) as the picture below:

![Simple Action Research Model by Stephen Kemmis and Taggart (1988: 14)](image)

Component of data by Miles and Huberman’s (in Sugiyono, 2010:338)
From the figure above it could be explained that: **(1) Data Collection:** Data collection is having collected data, a sub stage follows immediately or co-exists with the collection of the data – the generation of hypothesis. At the end of the data collection stage, not only have collected our data, but also established a number of hypothesis, construct or categories that begin to explain what is happening in the classroom; **(2) Data reduction:** Data reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reductions process continuous after field work, until a final report is complete; **(3) Data Display:** Data display is the second element or level in Miles and Huberman's (in Sugiyono, 2010 :341) model of qualitative data analysis. This step is describing the result of the research which is described in systematic and logic sentence. It can help us to understand what is happening and to do further analysis or action-based on that understanding; **(4) Conclusion drawing/ verification:** This activity is the fourth element of qualitative analysis. According to Miles and Huberman (in Sugiyono, 2010 :344) “Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand”. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. This step is very important to be done in order to get good research conclusion.
In quantitative data analysis, the researcher analyzed data from the score. The score analyzed using pre-test and post-test to improve whether teaching learning speaking through Simulation could improve the students’ problems in speaking skill or not. The formula of pre-test and post-test were:

a) The mean of the pre-test and the post-test could be calculated with the formula:

$$\bar{X} = \frac{\Sigma X}{N}, \bar{Y} = \frac{\Sigma Y}{N}$$

Where:

- $\bar{X}$ = means of pre-test score
- $\bar{Y}$ = means of post-test score
- $N$ = the number of students

b) The t-value could be calculated with the formulas is stated for:

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - (\Sigma D)^2}{N} / N(N - 1)}}$$
Where:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>( t )</td>
<td>the ( t )-value for non-independent (correlated) means</td>
</tr>
<tr>
<td>( D )</td>
<td>the difference between the paired score</td>
</tr>
<tr>
<td>( \bar{D} )</td>
<td>the mean of the differences</td>
</tr>
<tr>
<td>( \sum D^2 )</td>
<td>the sum of the squared score difference</td>
</tr>
<tr>
<td>( N )</td>
<td>the number of pairs</td>
</tr>
</tbody>
</table>

(Ary, Jacobs, and Razavieh, 1979: 155-165)

THE RESULT OF THE RESEARCH

This research was conducted at SMA Negeri 1 Sukodono Sragen. The location of SMA Negeri 1 Sukodono Sragen is on Jl. Raya Sukodono – Tanon KM.01, Sukodono, Sragen, Jawa Tengah. In this research, the researcher was helped by the English teacher (Rahayu Wijiastuti, M.Pd) as a collaborator. The researcher used Simulation to improve students’ speaking skill. The research was conducted on two cycles. In teaching speaking there were: (1) Planning the Action, (2) Action, (3) Observation, (4) Reflection. In each cycle there were: (1) pre test, (2) implementation of the action in cycle one, (3) post test 1, (4) implementing of the action in cycle two, (5) post test 2. Every cycle in this research consisted of two meetings and each meeting took 90 minutes.

Before implementing cycle one, the researcher held pre-test. It was held on Monday, January 26\(^{th}\), 2015 at 07.00 a.m. until 08.30 a.m. The mean score of pre-test was only 51.07. It was too low, because the minimal score of SMA Negeri 1 Sukodono Sragen is 72.00.
In cycle one, there were two meetings. The first meeting was conducted on Thursday, January 29th, 2015. The second meeting was conducted on Friday, January 30th, 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) The students became more enthusiasts in speaking lesson. It was shown from the students’ discussed in each group; (2) The students were more confident when speaking in front of class; (3) The result of first speaking post-test was good enough. It could be proved that there was an improvement of the students’ mean score. The mean score of the post-test was (63.57). It was higher than the mean score of pre-test (51.07). The students’ motivation could grow up than before in the meeting two. The weaknesses were: (1) The students did not pay attention when the researcher was explaining the lesson; (2) Some students were still lack of vocabulary and had the weak grammar; (3) The students did not have a good cooperation when discussed in a group.

From the reflection above, it could be said that cycle one was not good enough result because the students’ activity in teaching learning Speaking was still having problems which were written before. So, the researcher held cycle two to improve the result. The first meeting held on Thursday, February 5th 2015 and the second meeting held on Saturday, Friday, February 6th 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) the students’ score increased than cycle one. It can be seen from the mean score. It was 74. 28; (2) The students were more confident and did not feel
embarrassed when they practiced speaking in front of the classroom; (3) They had been confident and had not been nervous again. The weaknesses were: (1) Some of students had difficulties to find the words when speaking up in front of the class; (2) Some of students were still lack of vocabulary and had the worst grammar; (3) Some of students were ashamed when speaking English in front of class.

DISCUSSION

In this section, the researcher discussed about the students’ improvement in speaking skill.

In the cycle one, there were two meetings. The activities did not run well. There were many obstacles where the researcher found in the teaching learning speaking process. Some of students were ashamed when speaking in front of class. Just several students’ who active in class and felt confident. In the cycle one, the goal of learning did not achieve as expected by the researcher. The mean score of post-test 1 was 63.57.

The researcher held cycle two to improve the result in the cycle one. In this cycle, the students were more active in the class. They felt confident and did not feel nervous again. The students were very exciting in teaching learning speaking by using Simulation. Their vocabulary, pronunciation, grammar were improve too.

The result of improvement of the students could be seen on the result table as follows:
The Mean of Pre-Test | The Mean of Post-Test 1 | The Mean of Post-Test 2 | T-value of cycle 1 | T-value of cycle 2
--- | --- | --- | --- | ---
51.07 | 63.57 | 74.28 | 15.00 | 12.18

Table Result of the Research

The result of pre-test was 51.07 and the result of post-test 1 was 63.57, it meant that there was the improvement. The improvement happened after teaching learning speaking activity used Simulation. There were also improvement in cycle 2 that the mean score of students were increased into 74.28. It could be concluded that there were the improvement of the students’ speaking skill through Simulation.

Based on the analysis using t-test, the result between pre-test and post test 1 was 15.00. It was consulted in the t-table and the result was that $t_0 > t_1$ in significance 5 % ($15.00 > 2.042$). It meant that there were significance improvement which was described before in the teaching learning of speaking skill through Simulation in pre-test and post-test 1.

Then the result of analysis used t-test between post-test 1 and post-test 2 was 12.18. It could be concluded that $t_0 > t_1$ in significance 5 % ($12.18 > 2.042$). It meant that there were significance from learning of speaking skill through Simulation in post-test 1 and post-test 2.

**CONCLUSION AND SUGGESTION**

**Conclusion**

The researcher concluded this research which had purpose to improve speaking skill through Simulation. The researcher conducted it at
the eleventh grade students of SMA Negeri 1 Sukodono Sragen. She conducted the research by doing some processes, such as: (1) identifying the problems; (2) implementing the action; (3) observing the action; and (4) reflecting. The researcher concluded her research as follows:

1. Simulation method could improve the students’ speaking skill. It was shown from the observation. It could be seen that the students could speak up in small group and did not embarrassed to speak up in front of the class. Moreover, the students could speak with the correct grammar and pronunciation and got a new vocabulary during the discussion in group. It could be seen on the scores which increased from pre-test pre-test was 51.07, post test 1 was 63.57, and post test 2 was 74.28.

2. The implementation of simulation in teaching learning speaking in class XI-A2 at SMA Negeri 1 Sukodono Sragen in 2014/2015 Academic Year so far was good. It could improve the students’ speaking skill. The students felt comfort and enjoyed when presenting in front of the class. As supporting the data, the result of the students’ test after the researcher computed the scores of the students test showed that there was improvement of students’ speaking skill. The mean score of pre-test was 51.07, post test 1 was 63.57, and post test 2 was 74.28 was increased. The result of Simulation applied in teaching learning speaking in class XI A2 were : The students had a good relation with other students and helped the other students. It could be known when one of the
students got difficulty in meaning the word then the students helped the other students. The most of students spoke up in front of the class without feeling shy and they were more confident. It could be seen, when the time for discussion was over, they were not waiting for being chosen by the teacher but they raised her or his hands. The classroom condition became more spirit, active, and effective in teaching learning speaking process. The students felt enjoy when showing their ability.

**Suggestion**

There were some suggestions which might be useful for the students, the teacher, and the other researchers who were interested in this study were as follows:

1. **To the students,**
   
The students should respect to the teacher, such as paying attention to the teacher’s instructions and the students should always be active in speaking class. The students should not be passive students. The students also should cooperate with the other students to improve their confidence and not embarrassed when they are speaking in front of the class.

2. **To the teacher**

   The teachers should make the students become more spirit, active and effective in teaching learning speaking process. They also should give an enjoyable situation of teaching and learning speaking in order to improve the students’ skill in teaching learning English. In
speaking class, the teachers should give the students more time to speak up so that every one has an opportunity to express themselves. The teacher needs to use Simulation which can be used in teaching learning speaking process and to improve the students’ skill.

3. To the other researcher

This research studies about the implementation of Simulation in improving the speaking skill. This study is one of the efforts to improve students’ participation and achievement in speaking skill. The researcher hopes that the study can be used as the additional reference for other researcher and gives contribution in teaching speaking.

BIBLIOGRAPHY


