# IMPROVING STUDENTS' SPEAKING COMPETENCE THROUGH SIMULATION TECHNIQUE
## ( A Classroom Action Research in the Third Semester Students of Management Department of Economics Faculty, Kadiri University)

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## Abstract

This research aims at observing the implementation of simulation teaching technique to the teaching of English speaking at Management Program of Economics Faculty of Kadiri University and its effect upon the students' learning. The research was conducted for the third semester students. In this research, the problems refers to their speaking competence is still low. Related to the above problem, the writer thinks that simulation teaching technique is the most appropriate one that can be used to increase their motivation to study English especially English speaking.

The research methodology included setting and time of the research, the subject of the research, the procedure of the research, technique of collecting the data, and technique of analyzing the data. The writer divided the action into two cycles and carried out in four steps namely action plan, action implementation, observation, and reflection. The cycles were determined at the time of implementation in which after looking the result of the first cycle, then followed by the next cycles to see the consistency of the significant data.

The result of the implementation showed that the use of simulation improved and enhanced the students' English speaking competence. Based on the above result, it could be concluded that the use of simulation teaching technique really improved the students' achievement in learning English especially in English speaking.

Related to the research findings above, the writer wanted to recognize the most appropriate teaching technique. Secondly, create the most appropriate approach to make the students not to be shy, nervous, and afraid to make mistakes, or even feel inferior to communicate with others in English. The last, create an interesting and enjoyable atmosphere during the class activity in order to make the students easier and more bravery to express their own English orally.

## Introduction

Language is important for human being since language can be used to express his/her feeling to another people. Language is also used to communicate among people to get information, so language is media for delevering meaning and message. Good communication skills can help you to avoid conflict and solve problems. One of the international language is English.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). 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. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

English teacher plays very important role in the success of teaching and learning activity. They must have a good method to make teaching learning process in speaking skill more enjoyable and meaningful. The teachers must be able to make the students participate in speaking actively. The English teacher should use appropriate approach, design, and procedures. By good method, it can help the students to be interested in learning speaking. This way can make students enjoy and have fun, and if the students enjoy and fun automatically they will be more confidence, students are not shy to speak and brave to speak since they do practicing speaking with their friends. "

Simulation is suitable to teach speaking for students because they will have motivation and confidence to practice speaking in the class. The students like doing activities with other students to make them feel enjoy, fun, and have motivation. and if the students enjoy and fun automatically they will be more

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Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

The problems of this research are formulated as follows: can simulation technique improve students' speaking competence in the third semester students of Economic Faculty of Kadiri University in 2016/2017 Academic Year?, and what are the advantages and disadvantages of simulation technique in improving students' speaking competence in the third semester students of Economic Faculty of Kadiri University in 2016/ 2017 Academic Year?

The Objective of the Study: whether the simulation technique can improve students' speaking competence in the third semester students of Economics Faculty of Kadiri University in 2016/2017 Academic Year, and to know what are the advantages and disadvantages of simulation techniques in improving the students' speaking competence in the Economic Faculty of Kadiri University in 2016/ 2017

**Method**

In this research the method used was classroom action research (CAR). Classroom action research was done in the class to find the solution of the practical problems which happened in the classroom

This research is carried out at Third Semester Students of Management Department of Economics Faculty, Kadiri University, Kediri, East Java. As the description, this campus is located on Jln. Selomangleng No 1, Kediri, East Java. It is located at the west of Kediri regency about seven kilometers from the city center. Kadiri University is near Klotok Mountain.

To obtain the data, the writer used some instrument: pre test and post test. Test is examination or trial of something to find it quality, volume, completion. Arikunto (1998: 226) states that the test as the instrument of collecting the data. The pre- test was conducted to measure the students' achievement in study. Post-test was conducted after teaching treatment. The function of post test is to compare students' progress after being taught in the research.

The subject used by the writer was at Third Semester Students of Management Department of Economics Faculty, Kadiri University. There are 40 students totally. They do not have high motivation to study English because they thought that English was not the most important thing. They thought, as a officer and secretary, English was not so important for their profession later.

There are two kinds of data, quantitative and qualitative data. The quantitative data in numbers forms are taken from the tests that are carried out before and after the cycles are implemented. Meanwhile, qualitative data, in the form of words are taken from the result of observation done by the teacher while the actions are being carried out. The writer asks her friend as her collaborator to observe the classroom interaction and to collect needed information. The writer needs to make sure the collaborator understands the observation instrument and uses it effectively.

Besides, the writer also observes the students to make sure that the technique of teaching using simulation gave improvement to their speaking competence. In this case, the students were asked to answer the teachers' questions. At the same time, the teacher could assess them according to the speaking assessment norms prepared before.

Discussion

The research which is applying action research to optimize simulation in improving students' speaking ability brought satisfying results in term of the improvement of students' speaking ability and classroom situation. The findings then can be theorized in two major points as follows: (1) simulation can improve the students' speaking competence in learning English 2) Teaching speaking using simulation has the strengthens and weaknesses 3) The responses of the students' motivation toward the implementation of small group discussion

1. Simulation can improve student's speaking competence in learning English.

a. Simulation helps the students to develop pronunciation

In simulation there is wide opportunity for the teacher to develop students' pronunciation. Bikart (1998) categorizes pronunciation is one basic knowledge in speaking. Pronunciation, together with grammar and vocabulary is mechanic knowledge in speaking. Mechanic refers to concept of using the right word in the right order with the correct pronunciation. The role of the teacher is to provide sufficient practice of the knowledge that will help students in communicating in real life situation.

It is in line with Brown- Nation (1997) who states that in speaking class students must be exposed to the three kinds of key items; one of them is form – focused instruction dealing with putting attention to the detail of pronunciation, grammar and vocabulary. Then Brown (1994) states to teach pronunciation use rhythm and thought groups. So, the teacher can use the following sentences; illustrate the use of pauses to separate prepositional phases and clauses.

b. Simulation reduces the use of mother tongue in speaking class

The findings revealed that small group discussion activity can reduce the use of mother tongue in speaking class. It was achieved by the ability of simulation to provide a natural context with abundant opportunities for the students to interact in the target language ( Larsen- Freeman, 2000: 144). By providing opportunities to interact in the target language, it is hoped that the use of mother tongue will reduce.

However, it must be noted that it is impossible to eliminate the use of mother tongue in the class. Todd (1999: 24) states that in classroom where the students have the common first language, the language of both teacher and students is usually a mixture of the first language and second or foreign language. Todd also suggests that it is not necessary to be dogmatic concerning the use of first and second language in the classroom for there is always an occasion when it is advantageous to exploit mother tongue. Atkinson in Todd (1999:25) states that there are some occasions when it is beneficial to use mother tongue in the class, namely: 1) Checking students understanding by asking questions of the meaning of certain words; 2) Explaining language points; and 3) Accomplishing a certain purpose which is too complex.

Dealing with mother tongue use, it is not suggested for the teacher to ban it in simulation. Willis (1996: 49) states that the banning mother tongue use in simulation is not advisable. The ban of mother tongue use makes the students, especially beginners to give up after a short time. It is the teacher who should make a balance between the first and the second language use in the classroom. If the students realize that they need to communicate in the target language they will use mother tongue just on occasion; they will use it in a way which is supportive and relevant to the goals of the task.

c. Simulation develops student's ability to express ideas using appropriate vocabulary' expression, and grammatical form in

Simulation provides sufficient portion either for vocabulary building or grammatical discussion. From the three phases of a task, we can see that building vocabulary becomes the crucial part of a task, and it is placed at the very beginning step; whereas grammatical form is also given sufficient portion, but it is placed at the end phase, after the task phase.

That is done for considering the vital role of vocabulary in speaking. Thonburry (2002: 2 ) states that discussing vocabulary of second language speaking is crucial because it gives challenges for the students to make the correct connection between the form and meaning of words. Besides, it enabling the students to use the correct form of words for the meaning intended. Here we can note that vocabulary is the vital tool for the students to convey meaning in the task phase, therefore the step of vocabulary building is placed before the task phase.

Willis (1996:45) states that besides providing the students the tool to convey the meaning, the objective of vocabulary building in simulation is also to boost the students' confidence in conducting the task. It can be done in various ways including recalling and activating words and phrases that will be useful during the task and outside the class.

The appropriate portion of vocabulary building and grammatical pattern is beneficial for the students for the crucial roles of the two points in conveying meaning in speaking activity.

d. Simulation can make the students have self confidence

During the implementation of simulation, the third semester students of Management Program of Economics Faculty of Kadiri University could increase their self confidence. Before that, they felt ashamed to speak English because they were afraid would be laughed by their friend when they made some mistakes. As Rooks (1986) says that the best solution for this case is by making simulation because of three reasons:

1) Students often feel more willing to talk among themselves in a simulation than with a teacher in a large group.

2) The simulation will often put shy students more at ease.

3) The simulation makes the students practice speaking while acting being someone else

It means, using small group discussion could reduce the students' afraid in speaking English, and as the result, they could speak English fluently without feeling afraid to make the mistakes.

2. Simulation has the strengthens and weaknesses

The research showed that simulation can improve students' speaking ability. The improvement can be seen from the improvement of speaking achievement. The improvement can be achieved because simulation provides better opportunities for language learning to take place. It is supported by Richard- Rodger (2001: 223) who states that simulation involves the activation of the learning process. Swain underlines this concept by stating that task provides full opportunities for both input and output requirements which are believed to be the key concept of language learning.

The enhancement of speaking achievement is also provides by simulation by giving the chance to experimentation with the language. Willis (1996: 24) states that simulation learners need to feel free to experiment with language on their own, and to take risk.

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it.

So by conducting simulation the stress level of the students to speak English fluently can be reduced because small group can make the students speak freely without feel afraid and ashamed and speaking achievement can be achieved.

It can be proved from the students' speaking achievement from cycle to cycle.

 **Conclusion**

Having conducted the research in optimizing simulation to improve students' speaking ability it can be drawn four conclusions as follows: Simulation can improve students speaking ability. The improvement of students' speaking ability can be identified from the improvement of pronouncing English word, lack of vocabulary and self confidence, not able to use appropriate expression, and switch language to their mother language, during the implementation of simulation, it has the strengthens and weaknesses, the student's responses toward the implementation of simulation  can motivate them to speak English.

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