THE EFFECT OF USING SIMULATIONS ON GRADE 11 STUDENTS' SPEAKING ABILITY AT SMA NEGERI ARJASA IN THE 2011/2012 ACADEMIC YEAR

THESIS

By

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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CONSULTANT'S APPROVAL

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DEDICATION

This thesis is dedicated to the following people:

1. My beloved mother, almh. Rahayu Chrisnowati.

2. My beloved father, Soetadji.

3. My beloved sisters, Lia Christianti and Dhita Yuniar Christianingrum.

4. My Love, Wijaya Kusuma Putra.

5. My Lovely friends in English Language Education Study Program, especially for English Regular 2007 (EREGTUS) community, which I cannot mention them one by one.

MOTTO

Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind

(Dr. Seuss)

The real art of conversation is not only to say the right thing at the right place but to leave unsaid the wrong thing at the tempting moment.

(Dorothy Nevill)

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I would like to express my greatest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Language Education Study Program,
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Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticism are really appreciated to make this thesis better.

Jember, June 2012

Writer

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SUMMARY

The Effect of Using Simulations on Grade 11 Students' Speaking Ability at SMA Negeri Arjasa in the 2011/2012 Academic Year; Rika Chrissia Febrianti, 070210401104; 2012:34 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Speaking is one of the important skills that should be mastered by the students. By having speaking skill, they can express their idea and chat with others. The students can make the listener understand about what they speak by having a good pronunciation and fluency in delivering their speech. However, most students face speaking as a skill that was too difficult to learn and to practice. As we know that English language is the second language that almost never be used in their daily life because the students usually use their national language as well as their mother tongue. So, they feel shy or have not enough confidence to speak in English language.

Speaking can be an interesting activity for both of the teacher and the students if the teacher can maintain the atmosphere or the situation in the teaching and learning process. They need something interesting to make the students interested in speaking class. In that case, teachers are supposed to be creative in developing various teaching technique in creating good atmosphere, improving the student's speaking skill and making the English lesson more exciting to learn. There are many techniques that they can use in teaching speaking. However in this research the writer focus on simulation technique.

Simulation technique is one of the suitable techniques that can help the students to have a good ability in speaking because this technique is able to motivate students in learning English. Besides, learning speaking can be more fun by using this technique. They will feel a new atmosphere which is created by them and it will encourage their creativity. They will express their idea easier since simulation

technique can develop students' motivation for learning and their opportunity to have better ability in speaking.

This research was done to know whether or not there is a significant effect of using simulations on grade 11 students' speaking ability at SMA Negeri Arjasa in the 2011/2012 academic year. The research design was quasi experimental research. The population of this research was grade 11 students of SMA Negeri Arjasa in the 2011/2012 academic year consisting of seven classes. The homogeneity test was administered to determine the respondents of the research, and then the results were analyzed by using ANOVA. The research respondents were determined through a lottery because based on the homogeneity test; the population of the research was homogenous. The total number of the respondents was 67 students. The experimental group that received the treatment, that was taught speaking by using simulation technique, was the XI IPA 1 class of SMAN Arjasa consisting of 33 students. The control group that was XI IPA 2 class of SMAN Arjasa consisting of 34 students was taught speaking conventionally, which is by using role play technique.

Actually the writer would conduct more than one treatment; however the writer just gave the treatment to the experimental group once because the school of SMAN Arjasa did not give the writer permission to do research more than 3 weeks. Another reason was because the writer needs 2 weeks in conducting the homogeneity test. Therefore, in conducting the treatment and the post test, the writer just had a week. Because of that reason, it was hard for the writer to conduct more than one treatment. Therefore, it was the weakness of this research by having just one treatment.

The primary data of this research were collected from the students' post test, while the supporting data were gained through interview and documentation. The primary data were collected then analyzed by using t-test formula. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group (2.28 > 1.671). Therefore, the null hypothesis (H_o) formulated: "there is no significant effect of using simulations on grade 11 students' speaking

ability at SMA Negeri Arjasa in the 2011/2012 academic year" was rejected. On the other hand, the alternative hypothesis (H_a): "there is a significant effect of using simulations on grade 11 students' speaking ability at SMA Negeri Arjasa in the 2011/2012 academic year" was accepted.

The research results showed that there was a significant effect of using simulations on grade 11 students' speaking ability at SMA Negeri Arjasa in the 2011/2012 academic year. Therefore, according to this research, it is suggested that the English teacher can use Simulation technique as an alternative teaching technique in teaching speaking.

CHAPTER 1. INTRODUCTION

This chapter discusses the background of Research, problems of the research, objective of the research, and the significances of the research.

1.1 Background of Research

English is used as a tool of communication in many countries. As a foreign language (EFL), it has been taught in Indonesia as a main subject from elementary school to university. People can get a job or just have a chat easily if they have a good mastery of English because it plays important roles in the world. Speaking is one of the important skills to be mastered by the students. By having speaking skill, the students can express their idea, communicate with others, and understand what others are talking about.

Teaching speaking skill is focused on making student active and creative. So in language learning, speaking skill is more focused on activating the students to speak rather than on activating the teacher to speak. Students get more difficulties in speaking skill rather than the other skills such as listening, reading and writing. One of the difficulties is they feel shy or have not enough confidence to speak, so they just keep silent or just listen to their friends' conversation.

Wallace (2004:12) states that teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. On the other hand, we can say that they can help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with another student before they come to the larger groups. In this case, the main point is the teacher. If the teacher can maintain a good atmosphere while he/she is teaching, the students will brave to speak. Besides, they feel bored with the technique that is used by the teacher to teach speaking. They need something new to make them interested in speaking and use it in real life. In that case, teachers are supposed to be creative in developing their teaching learning process to create good