USING SIMULATION TECHNIQUE ON THE STUDENTS’ INTERACTIONAL SPEAKING SKILL AT SMKN 2 SELAYAR

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ABSTRACT

The aim of this research is to find out the effect of using simulation technique to improve the students’ interactional speaking skill and the factors affect the improvement of the students’ interactional speaking skill. The researcher applied mixed methods research design in the explanatory sequential design (QUAN→qual) and non-equivalent control group design. The quantitative and qualitative data instrument was applied speaking/oral test, questionnaire and interview. The research findings indicate of two results, i.e. quantitative and qualitative data. The first, the quantitative data showed that the students’ score of post-test (12.2) in experimental class was greater than the students’ score of post-test (9.3) in controlled class. Furthermore, the comparison of the t-test (2.262) and the t-table (7.127) indicated that the t-test was higher that the t-table (0.087>2.048) at the level of significance (α) = 0.05 with degree of freedom = 9 and sig (2 tailed) = 0.000. The second, the qualitative data showed that there were four factors affect the improvement of the students’ interactional speaking skill, they are the content materials, the language items, the activity and task, and the supplementary materials.

Keywords: simulation technique, interactional speaking skill, mixed method

INTRODUCTION

Richard (2008) states that speaking as interaction refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. The people exchange greetings, engage in small talk and chitchat, recount recent experiences and so on because they wish friendly and set up a comfortable zone of interaction with others. The interactional speaking was used to build or establish relation between people when they communicated.

Based on the observation in one of SMKN, the teacher used syllabus in curriculum 2013 (K13) revision 2014 and the interactional speaking taught as subject material at the second grade. The learning purpose of interactional speaking is to know how to giving an opinions.
Therefore, the students could apply the interactional conversation of giving an opinion in their daily-life. Besides, the preliminary study at the school on 8th August 2019 in the class A and on 20th August 2019 in the class B found that from 30 students (15 students in class A and 15 students in class B), they were command to give their opinion, only 7 students can speak to give their opinions, i.e. 4 students from class B and 3 students in class A.

The finding problems from the 7 students were 1) Lack of vocabulary, Renandya (2013) states that foreign language learners often recount how they have difficulty in expressing themselves in a foreign language not because they don’t have ideas, but because they lack of the vocabulary to express their ideas. 2) Grammatical errors, 3) Incorrect pronunciation, and 4 Less fluency. While, the 23 students did not give their opinions, they had problems in their comprehension and lack of vocabulary. Based on the problems, Renandya (2013) states that if the students do not know how to use basic grammatical structures, they will have a hard time to make themselves understood.

The teacher explained that none students achieved at 80 point (the Minimum Learning Mastery Standard for the second-grade students) and the students’ speaking assessment does not assessed based on the speaking rubric assessment in Lesson Plan. Therefore, the teachers decided to give some tasks to help their students achieved the point.

The finding of students’ problems by using the teacher’s technique i.e: 1) The students do not give attention when the teacher explains the material, 2) The students do not interest in learning English, and 3) The students did not confident to speak. According to Renandya (2013:35):

“The teacher should realize that their lack attention in organizing instructional process will impact for the students. A teacher who is caring, supportive, humorous, helpful and committed, who has genuine interest in their students’ learning and general well-being and who has good rapport with them, is more likely to be able to create a motivating classroom atmosphere and provide on-going support to student learning.”

Bahar & Latif (2019) states that there are five factors affect the students’ outcomes, they are curriculum and teaching materials quality (how curricula and teaching materials are design), teachers’ competencies (level of knowledge, expertise and experience), leaning situations (number of students, room size, and learning facilities), learners’ attitudes (motivation, strategy), and learning styles and preference.

Therefore, the writer recommends a technique which can help the teachers and the students to solve their problems in teaching and learning interactional speaking, the technique is simulation technique. Hyland (1993) states that simulation is a problem-driven
activity that occurs in a clearly described realistic setting. In simulation, students are given a task to do or problem to solve together with the necessary background information and environment in which to do it. The learner responds to the task and acts within the constraints of the environment. This technique is trusted will make students more confident and feel enjoy in practice speaking in the class.

There are three research findings support the theory, as follows:

Ardryanti, (2009) conducted a study entitle “Motivating Students’ Speaking Skills through Simulation in Business English Classroom”. The proposed of the researcher’s study was using simulation in motivating students’ speaking skill in Business English class. The sample of this research was 20 students semester year 2008-2009 of Economic Faculty in UNISBANK. The students attended the class twice a week. The time allotment used in each class is 90 minutes. The researcher was conducted an action research and qualitative research method to collect the data. The results show that the students were highly motivated and they feel that they get enough practice as well as theory. She also results kinds of simulation, i.e. effective in Business Class are building company (making business plan), conducting meeting, doing negotiation and presentation. In addition, it was suggested that the lecturer should give feedback to the students, create materials in the form of hardcopy and slideshow and give games and or other activities in the lessons.

Anzellita (2012) conducted a study entitle “The Effect of Using Simulation Strategy toward Students’ Speaking Skill at the Second Year of MTs Nurul Islam Kabupaten Kuantan Singingi”. The purpose of the researcher’s study was to find the effect of using simulation strategy toward students speaking skills and the factors that influence the use of simulation strategy at the second-grade students of MTs Nurul Islam. The sample of this study was containing 60 students, 30 students for experimental class and 30 students for control class. The sample choose by clustering technique. The design of this research was a quasi-experimental research of pretest and post-test design. This design requires at least two groups (experimental and controlled class).

Daniastuti, (2018) conducted a study entitle “The effect of Simulation and Role-play technique to teach speaking for high and low motivation students.” The purpose of the researcher’s study was to find out motivation's significance and teaching learning technique effect toward students learning result score on speaking skills. The sample of the researcher study was containing 35 students at the first-grade students of TarciOS high school. The researcher conducted experimental research design and quantitative design. From the result, the researcher concluded that simulation technique is
right learning technique to improve speaking learning result than role-play.

The first study applied simulation in teaching interactional speaking skills with 20 students of Business Faculty by conducted qualitative research design. Besides, the second study applied simulation strategy with 60 students of Junior High School by conducted quantitative research design. And the third study applied simulation technique with 35 students by conducted quantitative research design. In other hand, the researcher in this study applied simulation technique in teaching interactional speaking especially interview with 20 students of SMKN 2 Selayar by conducted quantitative and qualitative research design (mixed method).

The whole previous researches strongly motivated the writer in also conducting research about using simulation technique in teaching interactional speaking at the second-grade students of SMKN 2 Selayar. Based on the results of some previous researches findings had explained, the writer hopes will achieve the same result of the research as good as the researchers did before.

**METHOD**

This study used mixed methods research designs i.e. mixing of quantitative and qualitative research design. Therefore, the researcher included both quantitative and qualitative data collection strategies within the same study. The mixed methods type was used explanatory sequential (QUAN → qual). The explanation of explanatory sequential mixed method design according to Gay (2016:445) as follows.

“Quantitative data are collected first and are more heavily weighted than are qualitative data. In the first study or phase, the researcher formulates a hypothesis, collects quantitative data, and conducts data analysis. The findings of the quantitative study then determine the type of data collected in a second phase, which includes data collection, analysis, and interpretation of qualitative data. The researcher can then use the qualitative analysis and interpretation to help explain or elaborate on the quantitative results. When quantitative methods are dominant, researchers may enliven their quantitative findings by collecting and writing case vignettes.”

The experimental design used quasi-experiment with nonequivalent group design. The experimental conducted pre-test and post-test design in two classes, they are experimental class and controlled class.

**Respondents**
Population

A population is a set of subjects (such as individuals, groups, institutions, countries etc.). It exists if and only if its subject can be distinguished from other subjects that do not belong to the very population. The population in this study was 35 (thirty-five) students at the second grade of SMKN 2 Selayar.

Sample

A sample is a strict subset of the population. Samples can be selected or random. To be a true random sample, all observations of the population need to have an identical a priori probability of being drawn into the sample (Plumper and Neumayer, 2016). The samples in this study were 20 (twenty) selected students consist of two classes, it was 10 students in group A (experiment class) and 10 students in group B (controlled class). The samples were conducted by the effectiveness of the students in participating instructional process in the class.

Instruments

Test

Test consists of pre-test and post-test. Pretest-posttest designs are widely used in behavioral research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments (Dimitrov, 2003). The researcher was used both of pre-test and post-test of interactional speaking skill.

Procedure

Questionnaire

A questionnaire is a document containing questions and other types of items designed to solicit information appropriate to analysis (Babbie in Acharya, 2010). There are two types of questionnaires i.e. structured and unstructured. Structured questionnaires include question well-defined skipping patterns to follow the sequence of questions. Unstructured questionnaire include open-ended and vague opinion-type questions. This research was used structured questionnaire.

Interview

The interview is an important data gathering technique involving verbal communication between the researcher and the subject. There is a range of appropriate to interviewing, from completely unstructured in which the subject is allowed to talk freely about whatever they wish, to highly structured in which the subject responses are limited to answering direct question (Fox, 2006:1). This research was used structured interview.
Procedures

Pre-test
The pre-test here is administered by using the following procedures:

a) The researcher gave oral test for students.
b) The students answered the question in interview test.
c) The researcher rated the student’s score according to rating scale helped by an expert.
d) The researcher measured the result of the student’s score by using SPSS.

Implementation
The implementation here is administered by using the following procedures:

a) The researcher made lesson plan to give treatment according to syllabus that used at the school.
b) The researcher gave treatment by using simulation technique.
c) The students practiced interactional conversation.

Post-test
The post-test here is administered by using the following procedures:

a) The researcher gave oral test for students.
b) The students answered the question in the test.
c) The researcher rated the student’s score according to rating scale helped by an expert.
d) The researcher measured the result of student’s score by using SPSS.

Questionnaire and Interview
The questionnaire and interview were administered by using the following procedures:

a) The researcher gave the questionnaire and interview for the students and teachers about the result findings of this research.
b) The researcher analyzed the responds of the students and teachers.
c) The researcher made transcript of students and teacher responds.
d) The researcher deduced the result of the data.

Data Analysis

a) Analysis of Quantitative Data

The data analysis technique of quantitative data used SPSS application to analyze and measure the data. SPSS (Statistical Package for the Social Sciences) is the set of software program. The basic application of this program is to analyze scientific data related with the social science. Before measure the data, the researcher rated the student’s score helped by the experts by use interviewer’s rating scale and use scoring classification.
Analysis of Qualitative Data

The data analysis technique of qualitative data used structured questionnaire and structured interview to take data from the teacher and students. Then, the researcher classified and analyzed the result of data and information from the teacher and students responds.

FINDINGS AND DISCUSSION

Findings

The simulation technique is able to improve the students’ interactional speaking. Briefly, there are two advantages of simulation technique according to Fanous (2016) which could be proven in this research, they are the simulation technique could be improved the students’ fluency in interactional speaking and integrate the students interactional speaking. In the other words, there was an effect of using simulation technique on the students’ interactional speaking skill at SMKN 2 Selayar.

Discussion

There are four factors that improve the students’ interactional speaking skill by using simulation technique, they are the content materials, language items, activity and task, and supplementary material. The simulation technique can make the students to interest in participating instructional process, as the teacher stated that the materials provided varies and appropriate to the students’ needs, therefore the students are enthusiastic and participate in every activity given. It was relevant to Fanous (2016) simulations provide a unique means of encouraging learners to respond actively and to participate with their fellows. As the conclusion of the result was explained, there are two advantages of simulation technique according to Fanous (2016) which could be proven in this research, it was the simulation technique could be reduced the students’ anxiety and active to participate in the class.

CONCLUSION

Based on the result from data analysis, research finding and discussion in the previous chapter, the researcher concluded that the students’ interactional speaking skill in experiment class improved in experimental class. In other hand, the students’ interactional speaking skill in controlled class not improved. Therefore, using simulation technique is effective to improve the students’ interactional speaking skill in SMKN 2 Selayar. There are four factors affect the students’ interactional speaking, they are the content materials, language items, activity and task, and supplementary materials. The four factors could be proven using
simulation technique to teach interactional speaking skill could enhance the students’ fluency, integrate the students’ skills, establish the students’ participate and reduce the students’ anxiety.

The advantage of this study presents the experimental research design by using simulation technique specially to teach interactional speaking. The focus of this study is to know the improvement of the students’ interactional speaking from three ways. The first way used speaking test, the second used questionnaire, and the third used interview. The three ways used to conduct a data; therefore, the data presents in this study have more specific explanation.

REFERENCES


