

**THE EFFECTIVENESS OF USING SIMULATION TECHNIQUE IN
IMPROVING THE STUDENTS SPEAKING ABILITY
(An-Experimental Research of the Eleventh Grade Students' at
SMK Negeri 4 Bantaeng)**



A THESIS

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Principle and Dedication

*-Fabi'aitiiala irabbiqu matuqatsiban-
Pergunakanlah pikiran dan hati dengan sebaiknya-baiknya,
Sebab itulah nikmat yang tiada habisnya.*

#S.B

*"Masa depan akan baik ketika dipersiapkan dengan cara yang
baik dan itu butuh pengorbanan"*

#M.H

"You can if you think you can"

**SEBUAH KARYA SEDERHANA KUPERSEMBAHKAN
KEPADA KELUARGA BESARKU SEBAGAI BUKTI
KESUNGGUHANKU, KEPADA AYAHANDA
BAHARUDDIN, IBUNDA ROSBIAH, ADINDA SUNARTI
SERTA (ALM) NENEK MORSIA.
KEPADA SAHABAT DAN KERABAT YANG
MENDUKUNG.
KEPADA EDSA DAN TOPELEVEN.
SEMOGA KEDEPANNYA BISA MEMBERI MANFAAT
BAGI SESAMA.
'INSHAA ALLAH'**

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Makassar, June 2016

Writer

ABSTRACT

SAHRUN, 2016. “The Effectiveness of Using Simulation Technique in Improving Students’ Speaking Ability (An Experimental Research at the Eleventh Grade Students of SMK Negeri 4 Bantaeng)”., under the thesis of English Education Department, the faculty of Teachers Training and Education, Makassar Muhammadiyah University, supervised by Syamsiarna Nappu and Maharidha M.

This research was aimed at finding out whether or not the use of Simulation Technique was effective to improve the students’ Speaking ability in terms of accuracy (pronunciation) and vocabulary.

The design used was experimental with one class of the eleventh grade at SMK Negeri 4 Bantaeng. The data obtained through the oral test and recorded then it was analyzed quantitatively.

The statistical computation showed that the value of $t_{8.10} >$ value of t table 2.110 with the mean score of the pronunciation was 2.55 and vocabulary was 2.94 and the result of the post-test is 68.19. It indicates that Simulation Technique was likely effective in increasing the students’ speaking ability.

This study has proven that use of Simulation Technique was effective in terms of increasing students’ achievement and improving their speaking ability the value of the research is bigger than the ratio on t table.

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CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication that is used to transfer information, ideas and feelings from one person to another. It is used to communicate both in written and spoken form. Considering the importance of the language, our government has drawn up English as a foreign language that should be studied by the students. Language is a key in every communication in social life. It has an important role to put people in contact with other to communicate meaning and message they inform. For students in Indonesia speaking is quite difficult to produce well and correctly. The facts show that most of students in Indonesia find it very hard to express their ideas in English orally. This is caused by the result of teaching that has not reached its target. The main goal of teaching English is expected students to use English as communication tool. Communication could be written, oral or gesture form. It should be considered that oral form is the most often used in communication. However, most of the students cannot communicate to each other in English, either in the classroom or outside the classroom.

Brown and Yule in Asmi (2013:1) states that one of the aims of teaching English as a second or foreign language is to make the learners able to communicate information effectively in spoken English. English has been the most important language in International communication. The people all over the world speak the language when they meet one another in every international meeting, workshop, or conference. All countries in the world have set the

language as one of the compulsory subject studied at school. English has many functions, one of them as states that English is means for the students to develop science, technology, culture and art.

English as subject matter in school covers that four basic language skills, they are: reading, writing, speaking and listening. English as foreign language becoms one of compulsory subject in junior and senior high school in university in Indonesia. The students are expected to be master all of the skill. Therefore, teaching and learning English will be success if they are supported by some factor such as the method that is use in teaching English, completeness of teaching facilitation, interesting media, and condition of school environment.

Speaking is a means of oral communicaton in giving ideas or information to others. It is the most essential way in which the speaker can express himself through the language. Speaking one of the skills in language in the importan one to be learned. Speaking is important because it is use as a means to express opinios. Students or learners used the language in conversation activies. Widdowson, (1985:58) states that an act of communication through speaking is commonly perform in face to face interaction and occur as part of dialogue or rather form or verbal exchange.

Many students have learned English but they still cannot use it in oral production or they still cannot speak well even though they know grammar. Therefore, the students should be given much opportunity to practice speaking. Futhermore, if they are actively incolved in the classroom, they will be motvated to learn it and automatically the students' speaking will improve. The researcher

has found similar case the eleventh year in SMK Negeri 4 Bantaeng where the students faced many problems in learning English. One of the crucial problems is their ability and participation in speaking. After the teacher has given materials, the students are looked bored to practice. They still confused what they have to say and how to say. It is caused their pronunciation are still not good lack of vocabularies. They also looked confusedly to express the ideas on their mind even not active enough on their speaking class. In speaking class, the students are hoped to express ideas, information and feeling others. Practicing use the language is very important in order to develop the students' ability in speaking. The students will not able to speak well and fluently if they do not practice the language in good, correct, and accurate language. Generally speaking, there are two factors to affect students' speaking in English in class. One is they fail they fail to find suitable words to express themselves and the other is they are afraid of making mistakes. Sometimes they make mistake when they were speaking because they were not confidence and undiscipline. So, good environment helps the students to speak actively and correctly.

In the class, the students interact with their teacher and of course with their friends. That is why the English teachers should provide atmosphere and conditions that enhance students' reaction. Sometimes on communication each other ; they can more actively, confidence, discipline and critical. With Simulation technique, hopes that they can more actively, confidence, discipline and critical. Simulation technique is a technique that useful for the students to improve their speaking ability because they can speak well without hesitation,

they can express whatever ideas in their mind to express their opinion or argument about something. While the students are speaking, they also more actively, confidence, discipline and critical in expressing something. The students not only practice speaking in teaching English process but they also can improve their speaking ability in their everyday life to speak with teachers, classmates, friends and other speakers.

Based on explanation above, the important for the teachers to encourage and motivate the students to speak English, especially in the class. Therefore , the researcher conducts a research under the title, **“The Effectiveness of Using Simulation Technique in Improving Students’ Speaking Ability (An Experimental Research at the Eleventh Grade Students of SMK Negeri 4 Bantaeng)”**.

B. Problem Statements

Based on the background describe earlier, the researcher formulated research questions as follows:

- Does the use of Simulation Technique significantly improve speaking ability in the term of accuracy (Pronunciation) and Vocabulary of the Eleventh Grade Students at SMK Negeri 4 Bantaeng.

C. Objective of the Research

In relating to the problem statement above, the objectives of the research are:

- To find out whether or not the use of Simulation Technique significantly improve speaking ability in the term of accuracy (pronunciation) and vocabulary of the Eleventh Grade Students at SMK Negeri 4 Bantaeng.

D. Significance of the Research

The results of the research was expected to be meaningful information and approach for students in learning and improving their speaking ability and also the result of this research was able to give a contribution for English teacher to develop the students' speaking ability through Simulation as a useful technique. To find out the ability of the students', the researcher given a pretest, treatment and posttest and also motivated all of the students' to learning English.

E. Scope of the Research

The scope of this research is restricted to speaking ability in relation to the use of Simulation Technique at the Eleventh Grade Students of SMK Negeri 4 Bantaeng. The researcher would use Simulation Technique to improve the students speaking ability with the focus on the accuracy (Pronunciation) and vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

There are 3 researchers have already conducted previous research about solution thesis, they are as follows:

Wahyudi (2014) in his written, *Improving Students' Speaking Ability Use of Whole Brain Technique is Effective in Terms of Increasing Students' Achievement and Improving their Speaking Skill* (the value of the research is bigger than the ratio on the table). It also can be seen on the means' scores on both of pronunciation and vocabulary in posttest gained higher means scores is 7.73 in pronunciation and 7,73 in vocabulary than the pretest.

Salahuddin, (2006) in his written, *The Using Small Group Method to Enhance the Students' Speaking Ability of the Eleventh Semester Of The English Department of Tarbiyah Faculty Universitas Islam Negerialauddin Makassar*. He said that 98% the students were interesting in speaking by using small group method to enhance the students' speaking ability.

Javid (2006) in his journal, "*An investigation of effectiveness of Simulation in Developing Oral Skills: A Case Study*" he found that the use of Simulation is make their students learn effectively and efficiently. Much research has offered deep insight into the fact that the power of Simulation can transpose the normal classroom into an authentic setting where language skills can be taught under more realistic condition.

From the related research finding above, the similarities of this research is same focus to improve the students speaking ability in the term of pronunciation and vocabulary. The differences is how to applying a method in the class and how face the students' because every students' has a different problem to understand a material. Actually, it seems that the way of teaching speaking have to catch the students attention and involves them learning process actively by creating a good atmosphere, particularly in improving speaking ability. Compare with Simulation Technique the students will be more interested and active in learning process because the students will get the experience as like as in the real situations in speaking.

A. Some Pertinent Ideas

1. Some Concepts of Speaking

Speaking as one of the skill in language is the important one to be learned. Speaking is the important one because it is used as the tool to express the opinion of the students directly from their mouth. And the students or language user use the language in conversation activities. It is reality of speaking. Speaking as the productive skill is the common way to express the people statement. Widdowson, (1985) states that speaking is a means of oral communication that gives information involves two elements, namely the speaker who gives the message and the listener who the receptive the message in other word, the communication involves the productive skill of listening.

Speaking is tools of communication to other or speaking is way to bring a message from one person to other interact with them. Communication will be not

running well without speaking and it is essential way which the speaker can express themselves through the language, communication is collaborated venture in which the interlocutors negotiate meaning in order to achieve their communication ends.

Speaking is to express the needs—request, information, service. The speakers say words to the listener not only to express what in her mind but also to express what he needs whether information service. Most people might spend of their everyday life in communicating with other. Define communication as follow: communication, of ideas, of opinions, of feeling. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

Meanwhile, Jones (1989: 14) stated, “Speaking is a form of communication. We can say that the speaker must consider the person they are talking to as listeners. The activity that the person does primary based on particular goal. So, it is important that everything we wants to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Jones said (1989: 14) how you say something can be important as what you say in getting your meaning across. Therefore, speaking process should pay attention to want and how to say as well as to whom appropriately.

Valdman in Kothari (2004) said, the ability to speak a foreign language is without doubt the most highly prized language skills, and rightly. So, because he was can speak the language well can also understand it and can learn to read it

with relative ease and also the ability to speak a language will greatly expedite and facilitate learning to write it.

We have known that speaking plays the important role in the language, in order to express the idea, opinion, and feeling of the people. As the oral skill speaking is the general way of presenting ideas directly.

Lubis and Kuntjojo, (2009) says Question and answer, major elements in natural conversation sessions. Besides that statement we conclude that one of the important aspects in speaking is there is a communication or interacting between the speaker and listener. So it will make the good attraction / understanding about the object of topic.

1. The Elements of speaking

As the other skills in English, there are some specific elements in speaking that have strong correlation with this skill. Harmer, (2005) categorized those things in two skills.

Based on Webster dictionary accuracy is the quality of being accurate while in Oxford dictionary accuracy is degree of being correct. States that accuracy is a manner of people in using appropriate words and the pattern of sentences. In this case, accuracy is divided into three elements. They are pronunciation, vocabulary and grammar.

a. Pronunciation

It is the manner of pronunciation something articulate utterance Webster in Tompkins (1998). Certainly we all realize that pronunciation is one of speaking elements that have strong relation with vowel and consonant, stress and intonation. Pronunciation, intonation and stressed are learn by way imitating and repeating. Therefore, teacher of English should have good standard of pronunciation in other that the learner can imitate their teacher in teaching and learning process.

1) The sound of the language

One their own the sound of language may well meaningless. If you said /t/ (the line show that this is phonetic script) a few times, e.g. tu, it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

2) Stress

Native speaker of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and question.

3) Intonation

Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English

language, student's need it use rhythms and stress correctly if they are to be understood.

b. Vocabulary

It is impossible to speak without mastering vocabulary. Therefore this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and use them. This they need to practice more to keep them in mind. It is of words and phrases are usually alphabetically arranged and explained.

Furthermore, Harmer, (2005) classifies vocabulary into three types, they are:

1. Active vocabulary: The words are customarily used in speaking.
2. Reserve vocabulary: The words we know but we rarely use them in ordinary speech. We use them in writing letters and in increasing for synonyms.
3. Passive vocabulary: The words we recognize vaguely, but we are not sure of the meaning, never use them in either speech or writing. We just know them because we have seen it before.

In addition, someone can be considered of having good vocabulary use, when the vocabulary produced is wide (lack of repetition) or appropriate with certain situation of dialogue or speech.

2. Some Concepts of Simulation Technique

Simulation is a situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in a reality. The most common view of simulations is that they provide a way of creating a rich communicative environment (a present of reality) where the students actively become a part of some real-world system and function according to predetermined roles as members of that group. More important, however, is the notion that a simulation becomes reality and the “feeling of representative fades” (Crook in Javid, 2006), so much so that the world outside the simulation becomes, paradoxically, imaginary for a more detailed explanation of the mechanics of simulations.

Kaplan, (1997) stated Simulation is acting out or mimicking an actual or probable real life condition.

Joice, (1992) stated that Simulation is the act of imitating the behavior of some situation or some process by means of something suitably analogous (especially for the purpose of study).

Simulation is an extremely valuable for Eleventh learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur. This paper will examine this technique in detail. Simulations simulate real life situations, while in role playing the participant is representing and

experiencing some character type known in everyday life. Simulations always include an element of role play.

Simulation clearly promotes effective interpersonal relations and social transactions among participants. In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves. To fulfill their role responsibilities, students must relate to the others in the simulation, utilizing effective social skills, Kaplan (1997).

Simulations are complex, structured role-playing situations that stimulate the real experiences.

a. The Benefits of Simulation

1) It motivates learners

Simulation activities give learners a chance to be involved in language use. The learners need not to feel uncomfortable as some would in the case of drama where the learners may have to act in front of the class. Some learners are shy and are not able to perform well whereas simulation only requires them to work within their teams or groups and make collective decisions. It allows everyone to participate and even when mistakes are made, the teacher does not interfere.

2) It gave opportunity for meaningful practice of language learnt.

Simulation and language are interrelated because most simulations involve interaction, either verbal or non-verbal, in spoken or written form. However, simulations are especially useful for oral courses, where learners

learn to voice their opinions and listen to one another. It injects a feeling of realism and relevance into the classroom.

3) It can be used as an assessment method

Oral examinations can make use of simulations where students are given different roles to play in groups of four or five and left to interact on their own. The assessor observes and scores the students based on a marking scheme.

4) It encourages creativity

Although simulation tasks begin with information given to learners, it also takes a certain amount of the learners' ingenuity to generate their ideas to complete the simulation. The better the learners are, the faster they may arrive at a solution to the problem presented. This provides ample opportunities for creativity on the learners' part.

Kaplan (1997) mentioned some limitations that can limit the simulation in the class:

b. Some Limitations of Simulation

1) Time constraints

To carry out a simulation in class requires time and in most language syllabuses, time is a constraining factor. If teachers plan ahead they may be able to 'squeeze in' one or two simulations in a month or a term, depending on the intensity of the language course should be taken into account.

2) Selection of suitable simulations

Some of criteria will have to be set before selecting the appropriate simulation. Factors to be considered include the language level of the learners. The costs of purchasing or making simulation sets, its relevance to the students and so on.

3) Operational problems

A number of things have to be done before a simulation is used in the lesson. The learners have to be clearly instructed and suitable roles have to be designated to individual learners. The teacher has to act as the controller and once the simulation begins, the controller should not interfere. Therefore, it is important that instructions are understood or the simulation may fail. There is also a need to ‘de-brief’ the learners after the simulation is completed. This stage is similar to that evaluation where the teacher has to comment on the learners’ performance in the simulation. This may be the difficult task if there are more than two groups in the class.

c. Role of Instructional Material

As simulations represent real-world scenarios, materials should simulate the materials that would be used in the real world. An even more extreme example of a simulation resembling real life and using real life materials is given by Kaplan (1997), who argues that "coping with unpredictability and building confidence cannot happen solely through discrete exercises, but require real and complete events." The topic

selection is appropriate by the class ability and have discussed by students and teacher.

- 1) Simulation advice has to clearly and easy to understand especially for player.
- 2) Implementation of simulation has to draw concrete situation with detail process and appropriate with real situation.

Here are five more brief examples:

- 1) What do I look like? Students, in turn, try on props and accessories such as a white coat, glasses, wig and hat. The other students comment on their changed appearance. Follow-up discussion can focus on uniforms we wear in our daily lives.
- 2) Picture role plays. Students identify with persons in photographs, write his/her imaginary biography, and interview each other in their roles. This provides practice in simple past tense.
- 3) Neighbors: may I borrow? Students practice making polite requests. They are gave picture cards showing cooking ingredients that they either need or have a lot of. They explain what they are cooking, and must borrow ingredients from each other.
- 4) Group improvisation. Two students improvise a scene, and others join and leave the improvisation, tying their roles and exit into the improvisation. As with the "design competition," this follows the unstructured, "divergent" model.
- 5) Role switching. Students role play persons in a conflict. On the

teacher's signal, roles are switched. Discussion can center on how strong emotions are expressed in different cultures.

In conclusion, when the role playing/Simulation Technique is employed, it should be integrated with other language learning activities, gave the preparation and care which is required in any language learning method, and adapted to student needs and level. If these guidelines are followed, it can be a rewarding experience for both the students and teacher.

d. Procedure of Using Simulation Technique in Teaching Speaking

Procedure involves a step-by-step guide to the students' activity. Richards in Kothari (2004) For example, recommends a six step procedure for role playing/simulation: preliminary activity, a model dialogue, learning to perform the role play with the help of role cards, listening to the recording of native speakers performing the role play with role cards, follow-up, and repeating the sequence. However, many simulation/role playing procedures do not follow these steps.

Beside that there is another procedure that can be followed in the simulation class:

- 1) Teacher gave instruction, explain roles, choosing actor/player, explain procedure and allot material.
- 2) Teacher can use some tools in simulation like card colored which used for write instruction or situations.

- 3) Action of simulation.
- 4) Teacher leads discussion.

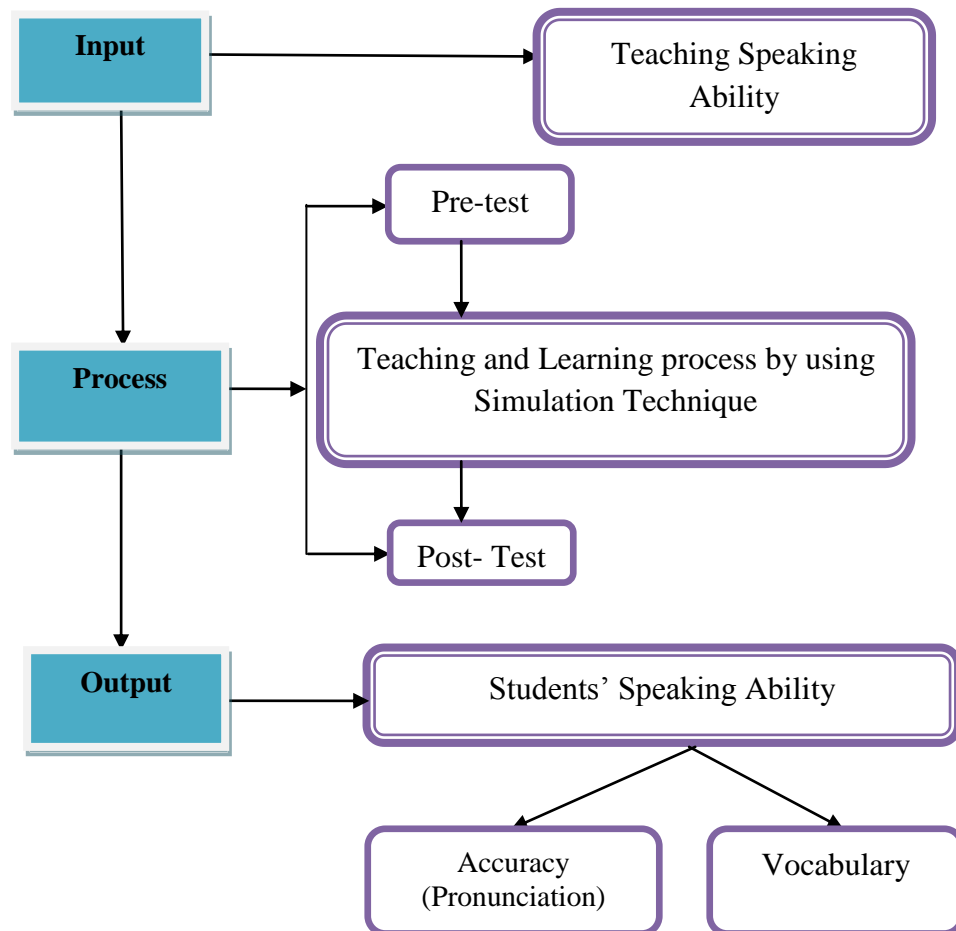
On the regard with the material of speaking (Expressing of asking opinion, giving opinion, expressing of satisfaction, and expression of dissatisfaction) by using Simulation Technique point speaking exercises as like Heaton, (1975:90) stated that the tested are given a series of situations and are required to construct sentences on the lines of a certain pattern or group of patterns. Again, it is essential that two or three models be gave to the testes so that they know exactly what is required. (The tested read or hear the situation and then make the appropriate responses, shown in the brackets.)

Examples:

- 1) Mrs. Green lives in a flat. She doesn't like living in a flat and would like to live in a small house with a garden. (She wishes she lived in a small house with a garden.)
- 2) It's raining heavily. Tom and Anna are waiting impatiently at home to set off on their picnic. (They wish it would stop raining.)

(Heaton, 1975:90)

B. Conceptual Framework



INPUT : There are two factors should be focuses to improve the students speaking ability, they are accuracy (pronunciation) and vocabulary.

PROCESS : To improve all of them, there is a strategy of teaching speaking accuracy (pronunciation) and vocabulary was apply in this research. The students was be teaching by using Simulation Technique.

OUTPUT : Refers to the improving of students speaking accuracy (Pronunciation) and vocabulary, so students can speak English well and accurately.

C. Hypothesis

1. The Null Hypothesis (Ho)

There is no significant difference students' ability of speaking before and after being taught by Simulation Technique.

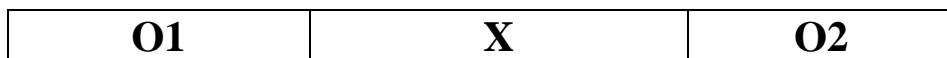
2. The Alternative Hypothesis (H1)

There is significant difference students' ability of speaking before and after being taught by using Simulation Technique..

CHAPTER III
RESEARCH METHOD

A. Research Design

This research employs a pre-experimental research method that was applied the one group pretest-posttest design. This design is present as follow:



Note:

O1: Pre-test

O2: Post-test

X: Treatment by speaking

(Gay, 2006:251)

This design involved one group and consisted of pretest and posttest, where the pretest was done before giving treatment and posttest was done after giving some treatment. The group was received treatment by using Simulation Technique. The group was selected from the population by using purposive sampling.

B. Research Variables and Indicators

This research consists of two variables; those were defendant variable and independent variable. Those variables were defined as follows:

- a) The independent variables of this research were Simulation as the teaching techniques use to facilitate the students to speak English in the classroom.

b) The dependent variable of this research was the students speaking ability. The indicators of this research were pronunciation and vocabulary. Pronunciation is the act of pronouncing words with reference to the pronunciation of sound, the placing of stress and intonation. Vocabulary is the number or variety of word that the students use and shows the expression based on words.

C. Population and Samples

1. Population

The population of this research was the Eleventh Grade Students of SMK Negeri 4 Bantaeng, Bantaeng regency in academic year 2015/2016. It divides in ATP. XI.A class and ATP. XI.B class. The number of population is 43 students.

2. Sample

The researcher used a purposive sampling technique to choose the sample because the students still low in speaking and not confidence. In this research, the sample of the research is ATP. XI.A that consists of 18 students.

D. Research Instrument

1. Pre Test

Before giving treatment, the researcher gave pre-test for experimental class. The test consisted of speaking material based on curriculum of SMK Negeri

4 Bantaeng the eleven grade. It was intended to see the students' prior knowledge of speaking class.

2. Treatment

In the treatment, the activity started by giving information about the program and the procedure of activities. The students were given treatment where the Simulation technique in teaching speaking. It involved the students in the teaching process which stands for:

- In this process there were seven steps that a teacher incorporated into the students everyday classroom.
- Asking, the research designed some questions to stimulate the students' thinking and curiously.
- Investigating, the students were asked to examine and observe the object based on the topic they were going to learn
- Creating, the students were asked to make a note and rough draft the obtain information or data.
- Reflecting, the students reflected back to the material

The teaching process was held four meeting. It took 45 minutes, namely:

a. Opening

The researcher held informal greeting and self introduction for the first meeting only. Then, told the students what they were going to learn and also

why it was important. After that, the researcher also explained the method which they would take a part in the learning process. This step was expected to arise the students' curiosity to learn.

b. Main activity

- Before presenting the material, the researcher gave the seven steps of the technique.
- The researcher explained the topic that was given to the students
- The researcher held the class activity based on the Simulation technique as it had been explained before.

c. Closing

- The researcher gave oral test to the learners about the topic
- The researcher gave some review about the materials which had been presented.

3. Post Test

The posttest was given after the treatment. The researcher gave the posttest to find out the value of the treatment whether or not the result of the posttest was better than the result of the pretest. It was done to know the students' achievement before and after giving treatment by using experimental Method to improved speaking class. The content of the posttest is the same as the content of the pretest.

E. Techniques of Data Analysis

In collecting data, there are some steps apply by the researcher as follows:

1. Before the treatment, the researcher gives pre-test to the students in form make an opinion based on topics.
2. The researcher was recorded the students when speaking in front of the class.
3. After giving the pre-test, the researcher gives treatment. It is in the form of teaching and learning process by using Simulation Technique.
4. After the treatment, the researcher gives post-test to the students in the same form with pre-test to know their improvement after apply Simulation Technique in teaching and learning process.
5. The researcher was recorded the students speaking in front of the class.

In scoring the result of the students' test evaluated based on two aspects of speaking below:

Table 1: Accuracy in Pronunciation Form

Classification	Score	Criteria
Very Good	5	Pronunciation and intonation are almost always very clear/accurate
Good	4	Pronunciation and intonation are usually clear/accurate with a few problem areas
Average	3	Pronunciation and intonation errors sometimes make it difficult to understand the student

Poor	2	Frequent problems with pronunciation and intonation
Very Poor	1	The students speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication

(Longman, 2005: 136)

Table 2: Vocabulary Form

Classification	Score	Criteria
Very Good	5	Uses a variety of vocabulary and expressions
Good	4	Uses a variety of vocabulary and expressions, but makes some errors in word choice
Average	3	Uses limited vocabulary and expressions
Poor	2	Uses only basic vocabulary and expressions
Very Poor	1	The students' speak very hasty and more sentences are not appropriate using vocabulary and little or no communication

(Longman, 2005: 136)

1. The rate scale scoring system

After collecting the data of the students, the researcher classified the score of the students. To classify the students' score, there are seven classifications which are use as follows:

- a. 9.6 to 10 is classified as excellent
- b. 8.6 to 9.5 is classified as very good
- c. 7.6 to 8.5 is classified as good
- d. 6.6 to 7.5 is classified as fairly good

- e. 5.6 to 6.5 is classified as fair
- f. 3.6 to 5.5 is classified as poor
- g. 0.0 to 3.5 is classified as very poor

(Direktorat Pendidikan, 1999 :58)

3. Computing the frequency and the data percentage of the students score by using the following formula:

$$\text{Score} = \frac{\text{Student's correct answer} \times 10}{\text{Maximum score}}$$

4. Calculating the mean score of the students speaking accuracy by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean Score

$\sum X$: Total Score

N : Total Respondent

1. Calculating the result of the test

Finding out the significant difference between students pre-test and post-test

by using formula:

$$t = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : the test of significance

D : the different between matches' pair

D : mean score from the different score of pre-test and post-test

$\sum D$: The sum of square

N : the number of sample

I : constant number

(Gay, 1981: 357)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents findings of the research and discussions. Finding consists of the ability to identify the pronunciation and vocabulary through Simulation Technique. The discussion of the research covers further explanation of the findings.

A. Findings

In findings section, there were several sections that would be explored. They are pretest results and post test results. Each section is presented in detail as follows.

1. Students Speaking Ability

The finding of the research deals with the scoring classification of the students' pretest and posttest, hypotheses testing of paired sample containing mean score, and t-test of significance these findings described as follows:

a) Accuracy in Pronunciation (Pre-test)

The data in Table 4.1 shows the rate percentage and frequency of the students' pronunciation in speaking gained from pretest. There were variant score on the table of the students' pretest. The table showed that from 18 students and none of them got good score in the classification because they are very low in speaking, actually in pronunciation. There were 7 students (38,89%) classified into 'very poor' score and 11 students (61,11%) were classified into 'poor' score. The data was presented in table 1 below:

Table 4.1
Rate Percentage and Frequency in Pretest of the Speaking Accuracy in Pronunciation Form

Pretest					
No	Classification	Ranges	Score	Frequency	Percentage
1	Very good	9.1 to 10	5	0	0%
2	Good	7.6 to 9.0	4	0	0%
3	Average	6.1 to 7.5	3	0	0%
4	Poor	5.1 to 6.0	2	11	61.11 %
5	Very poor	0.0 to 5.0	1	7	38.89 %
Total				18	100%

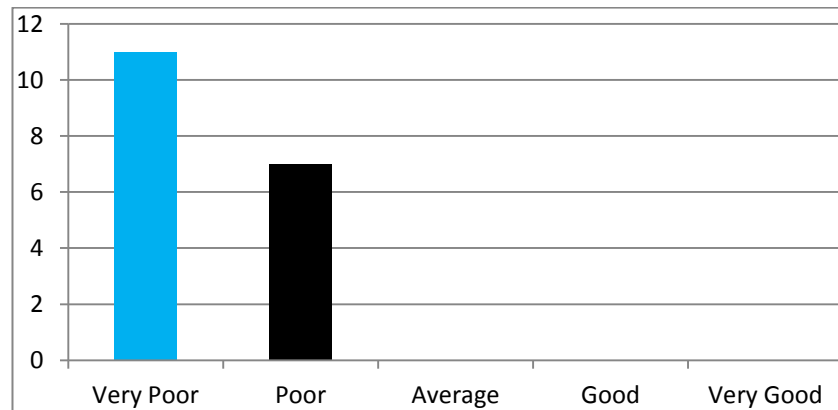


Chart 4.1: Rate Percentage and Frequency in Pretest of the Speaking Accuracy in Pronunciation Form

b) Accuracy in Pronunciation (Post-test)

The data in Table 4.2 shows the rate percentage and frequency of the students' pronunciation in speaking gained from posttest. There were variant score on the table of the students' posttest. The table showed that from 18 students, in the classification showed that the students can improve their speaking ability in pronunciation. There were 10 students (55.55 %) classified into 'average' score, 8 students (44.44 %) were classified into poor. The data was presented in table III below

Table 4.2
Rate Percentage and Frequency in Posttest of the Speaking Accuracy in Pronunciation Form

Pretest					
No	Classification	Ranges	Score	Frequency	Percentage
1	Very good	9.1 to 10	5	0	0%
2	Good	7.6 to 9.0	4	0	0%
3	Average	6.1 to 7.5	3	10	55.55 %
4	Poor	5.1 to 6.0	2	8	44.44 %
5	Very poor	0.0 to 5.0	1	0	0%
Total				18	100%

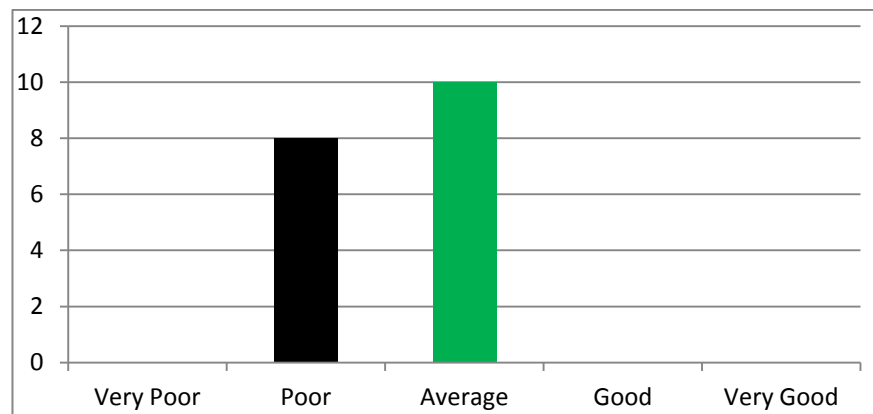


Chart 4.2: Rate Percentage and Frequency in Posttest of the Speaking Accuracy in Pronunciation Form

c) Vocabulary (Pre-test)

The data in Table 4.3 shows the rate percentage and frequency of the students' vocabulary in speaking gained from pretest. There were variant score on the table of the students' pretest. The table showed that from 18 students and none of them got good score in the classification because they are very law in speaking, actually in vocabulary. There were 4 students (22.22%) classified into 'very poor' score, 12 students (66,67%) were classified into 'poor' score and 2 students (11.11%) were classified into 'average' score.. The data was presented in table 4.3 below:

Table 4.3
Rate Percentage and Frequency in Pretest of the Speaking Accuracy in Vocabulary Form

Pretest					
No	Classification	Ranges	Score	Frequency	Percentage
1	Very good	9.1 to 10	5	0	0%
2	Good	7.6 to 9.0	4	0	0%
3	Average	6.1 to 7.5	3	2	11.11 %
4	Poor	5.1 to 6.0	2	12	66.67 %
5	Very poor	0.0 to 5.0	1	4	22.22 %
Total				18	100%

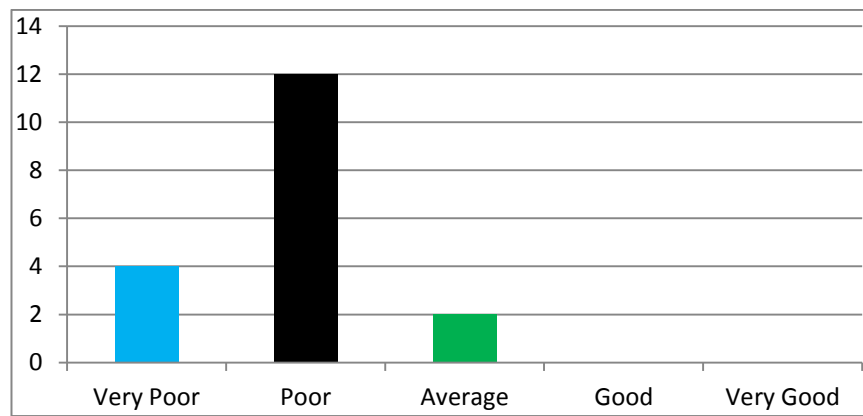


Chart 4.3: Rate Percentage and Frequency in Pretest of the Speaking Accuracy in Vocabulary Form

d) Vocabulary (Post-test)

The data in Table 4.4 shows the rate percentage and frequency of the students' vocabulary in speaking gained from posttest. There were variant score on the table of the students' posttest. The table showed that from 18 students, in the classification showed that the students can improve their speaking ability in vocabulary. There were 2 students (11.11 %) classified into 'good' score, 13 students (72.22 %) classified into 'average' score and 3 students (16.66 %) were classified into poor. The data was presented in table 4.4 below:

Table 4.4

Rate Percentage and Frequency in Posttest of the Speaking Accuracy in Vocabulary Form

Pretest					
No	Classification	Ranges	Score	Frequency	Percentage
1	Very good	9.1 to 10	5	0	0%
2	Good	7.6 to 9.0	4	2	11.11 %
3	Average	6.1 to 7.5	3	13	72.22 %
4	Poor	5.1 to 6.0	2	3	16.66 %
5	Very poor	0.0 to 5.0	1	0	0%
Total				18	100%

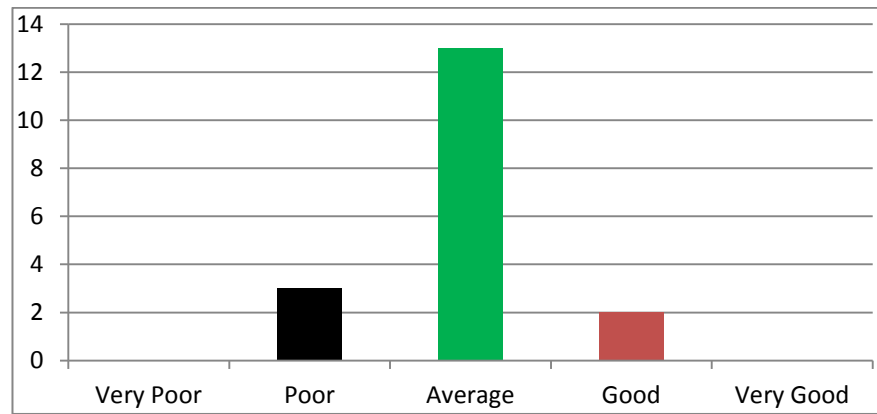


Chart 4.4: Rate Percentage and Frequency in Posttest of the Speaking Accuracy in Vocabulary Form

2. The Improvement of Students' Accuracy in Speaking Ability

The improvement of students' pronunciation and vocabulary through the Simulation Technique in eleventh grade students' of SMK Negeri 4 Bantaeng can be seen clearly based on the following table:

Table 4.5

The Improvement of Students' Accuracy in Speaking Ability

	Indicators	Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1	Pronunciation	1.38	2.55	84.7 %
2	Vocabulary	1.88	2.94	56.38%
Total score		3.27	5.5	68.19 %

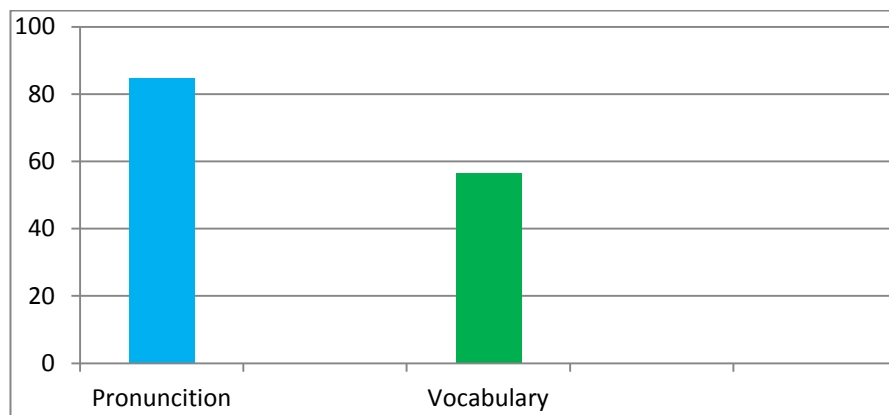


Chart 4.5: The Improvement of Students' Accuracy in Speaking Ability

The improvement of pronunciation between pre-test and post-test is 84.7 %, it showed that the Simulation Technique can improve the students speaking ability in pronunciation. In vocabulary, it showed that the improvement between pre-test and post-test is 56.38 %. Total score improvement of the students' accuracy in speaking ability is 68.19 %.

3. T-test of Value

To know the level of significance value of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = $N-1$, where N = Number of subject (18 students) then the value of t-table is 2.110. The t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

Table 4.6
The T-test of Students' Improvement

Component s	t-test value	t-table value
Speaking	8.10	2.110

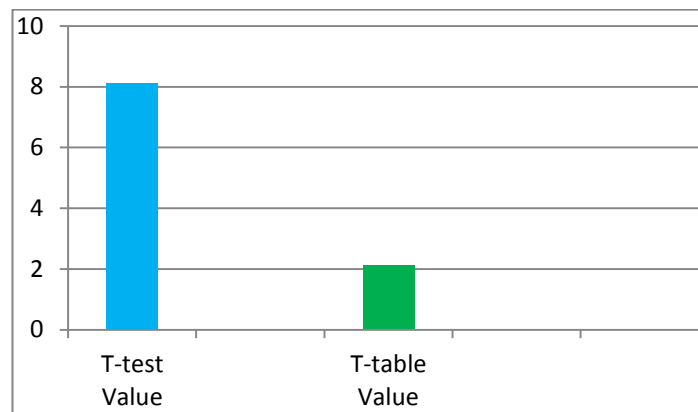


Chart 4.6: The T-test of Students' Improvement

The Table 4.6 above shows that t-test value for speaking ability was higher than t-table $8.0 > 2.110$. It means that there is significant difference between the students' speaking in the class before and after using Simulation Technique in speaking process of the second grade students of SMK Negeri 4 Bantaeng.

The Hypothesis was needed to find out whether the hypothesis was accepted or rejected. If the result of t-test was lower than t-table' value, the null hypothesis (H0) will be rejected, and if the result of t-test was higher than the t-table' value, the alternative hypothesis (H1) will be accepted.

In order to find out the degree of freedom (df), the researcher used the following formula:

$$df = n-1$$

$$df = 18-1$$

$$df = 17$$

For the level of significance (p) = 0.05 and $df = 17$, the value of the t-table = 2.110 The result t-test value of the speaking 8.10 > 2.110.

The results of the t-test value of accuracy in pronunciation and vocabulary form in speaking are used to determine the hypothesis that occurs in this research.

The Null Hypothesis (H0) is rejected and the Alternative Hypothesis is accepted (H1) where the t-test value of Speaking Ability 8.10 were higher than t-table 2.110. Therefore, there was a significant difference between the result of the students' pretest and posttest in speaking ability through the use of Simulation Technique.

B. DISCUSSION

1. Students Speaking Ability

Speaking is the important one because it is used as the tool to express the opinion of the students directly from their mouth and to conversation activities. The researcher was gave the students some tests in pre-test to find out the students speaking ability, the kind of test was interview. After pre-test, the researcher was gave treatment by using Simulation Technique. The last meeting, the students' was given a post-test, it is like the students dialogue in front of class with their classmate. According to Widdowson, (1985) speaking is a means of oral communication that gives information involves two elements, namely the speaker who gives the message and the listener who the receptive the message in other word, the communication involves the productive skill of listening. This research showed that the use of Simulation Technique can make the students improved their speaking ability especially in accuracy (pronunciation) and vocabulary.

a) Accuracy in Pronunciation

Certainly we all realize that pronunciation is one of speaking elements that have strong relation with vowel and consonant, stress and intonation. Pronunciation, intonation and stressed are learn by way imitating and repeating. Therefore, teacher of English should have good standard of pronunciation in other that the learner can imitate their teacher in teaching and learning process.

It is the manner of pronunciation something articulate utterance, Webster in Tompkins (1998). Which one the problem of students is they are have not differentiate in produce every word in English language, so actually

the researcher was gave some technique to find the different of word. In pre-test, the students very law in speaking. From 18 students, none of them got good score, there were 7 students only got 'poor' score and 11 students got 'very poor' score.

After treatment, the students can improve their speaking ability in the term of pronunciation. From 18 students, there were 10 students got 'average' score and only 8 students got 'poor' score. Which one the students got from 'very poor' score to average score is HDR initial, the score is 1 (very poor) in pre-test and 3 (average) in post-test.

The example of students produced in pronunciation as follows:

Poor Score	Good Score
1. 1. <i>Beutipul (Beautiful)</i> <i>Students' should say</i> (/ˈbjʊ:təfʊl/)	1. 1. <i>(Strong)</i> <i>Students' say</i> (/ˈstrɒŋ/)
2. 2. <i>Agrii (Agree)</i> <i>Students' should say</i> (/əˈɡri:ɪ/)	2. 2. <i>(Mean)</i> <i>Students say</i> (/ˈmi:n/)
3. 3. <i>Cull (Could)</i> <i>Students' should say</i> (/ˈkʊd/)	3. 3. <i>(Great)</i> <i>Students' say</i> (/ˈɡreɪt/)

b) Vocabulary

Students not confidence say something because there were afraid to make mistake, in pre-test showed that which 18 students none of them got good score. Based on the problem, the researcher was give some treatment and give motivation until the students confidence to improve they speaking ability in vocabulary, the score in pre-test which 18 students was got 'poor' and 'very poor score' it is different in the post-test which 18 students, 2 students was got

‘good’ score, 13 students was got ‘average’ score and 3 students was got ‘poor’.

Which one example of the students got from ‘very poor’ score to average score is IRF, the score is 1 (very poor) in pre-test and 3 (average) in post-test. It is relevant with (Harmer, 2005), states that someone can be considered of having good vocabulary use, when the vocabulary produced is wide (lack of repetition) or appropriate with certain situation of dialogue or speech.

The example of students’ vocabulary mastery as follows:

Good Score

1. *Decision (The students’ was produced this word when interview)*
2. *Enterprise (The students’ was produced this word when interview)*
3. *Evening (The students’ was defined this word in treatment)*

This research showed that the use of Simulation Technique can make the students improved their speaking ability especially in pronunciation and vocabulary. They have a new experience after thaught the technique than before. It proved that there was an improvement of the students’ speaking ability after the treatment. There was improvement self confidence of the

students because the technique make the students being actived in the classroom and always did the excercise well. So the researcher found that there was a signficance difference between the result of the students' pretest and posttest in speaking by using Simulation Technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research findings and discussion of the research result, it can be concluded that the use of Simulation Technique significantly improve speaking ability in the term of accuracy (Pronunciation) and Vocabulary of the Eleventh Grade Students at SMK Negeri 4 Bantaeng. Pronunciation in pre- test the students' means score was 1.38 and in the post- test was 2.55, Vocabulary in pre- test the students'

means score was 1.88 and in the post- test was 2.94 there were improved students' means score after treatment.

B. SUGGESTION

Based on the data analysis and conclusion, the researcher proposed some suggestion as follows:

1. Firstly the Suggestions are directed to English teachers. Teachers should take advantage of Simulation Technique in speaking text not only to teach but also to create and enhance students' motivation, interest and achievement. Teachers especially those who teach English as a foreign language should be cognizant of the benefits of using Simulation Technique.
2. Secondly to the future researchers, it is suggested that this study could be a reference to conduct other research on the same field. Future researchers may use true experimental research design to know whether or not the use of Simulation Technique is effective in improving students' abilities in other genres of speaking.
3. Thirdly to the readers who want to take advantage of the use of Simulation Technique such as English Department students and Senior High School students. They may use Simulation Technique in order they can enrich their technique to enhance their speaking skills.

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