



**IMPROVING STUDENTS' SPEAKING SKILL
BY USING SIMULATION TECHNIQUE
AT GRADE XI SMK N 1 PADANGSIDIMPUAN**

A THESIS

*Submitted to English Education Study Program of State College for Islamic
Studies Padangsidempuan in Partial Fulfillment of the Requirement for Degree of
Islamic Educational Scholar (S.Pd.I) in English Program*

By:

IDA ROYANI HSB

REG. NO : 08 340 0017

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF TARBIIYAH

STATE COLLEGE FOR ISLAMIC STUDIES

(STAIN)

PADANGSIDIMPUAN

2012



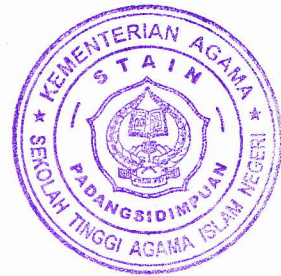
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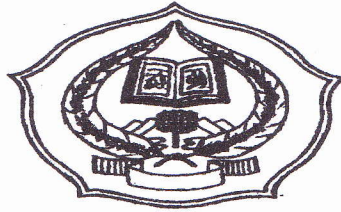
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**ENGLISH EDUCATION STUDY PROGRAM
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Assalamu 'Alaikum Wr. Wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Ida Royani Hsb yang berjudul "Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK N 1 Padangsidimpuan", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat guna mencapai gelar Sarjana dalam Ilmu Tarbiyah/ Tadris Bahasa Inggris pada STAIN Padangsidimpuan.

Untuk itu dalam waktu yang tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Wassalamu 'Alaikum Wr. Wb.

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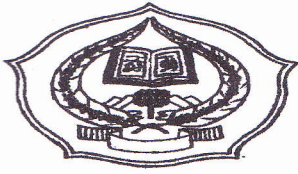
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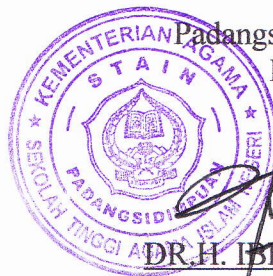
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PENGESAHAN

Skripsi Berjudul : Improving Students' Speaking Skill by Using Simulation
Technique at Grade XI SMK N 1 Padangsidimpuan

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Padangsidempuan, 20 April 2012



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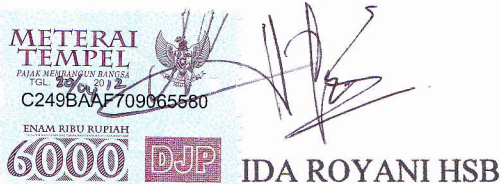
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Had written this thesis with consultative aids of advisors, devoiding plagiarism and others' un-registered advice based on Students' Code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

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ACKNOWLEDGEMENT

Alhamdulillah rabbil 'alamin. Allohumma shalli 'ala Muhammad wa 'ala ali Muhammad.

The thesis entitled "Improving Students' Speaking skill by Using Simulation Technique at Grade XI SMK N 1 Padangsidimpuan". This had been finished based on the authorized institution.

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Writer

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Year : 2011/2012
Thesis : Improving Students' Speaking Skill by Using
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Padangsidempuan

ABSTRACT

The thesis was originated by the important background which was needed to improve students' speaking skill in the English learning at XI Administrasi Perkantoran excellent class. Students had no desire to speak, using mother tongue in English learning, and having passive learning. As a result, their achievement in speaking was indicated low.

Solving those problems, researcher conducted classroom action research by using simulation technique to improve students' speaking skill. The research used two cycles within English learning. The research purposed to describe the students' speaking skill by collecting data through testing and observation.

The research found in the first cycle students' speaking skill mean score was 13 in percentage 54.2%. It was indicated by being low in grammatical accuracy, fluency, adequacy of vocabulary and intelligibility. The second cycle students' speaking skill mean score was 18 in percentage 75%. It was indicated the improvement in all of their speaking skill.

Based on assessment criteria, the first cycle percentage in appropriateness was 61%, adequacy of vocabulary for purpose 57%, grammatical accuracy 39%, intelligibility 57%, fluency 43% and relevance and adequacy of content 64%. In the second cycle, appropriateness was 85%, adequacy of vocabulary for purpose 81%, grammatical accuracy 61%, intelligibility 81%, fluency 63% and relevance and adequacy of content 89%.

So, improvement of students' speaking skill in relevance and adequacy of content was highly improved with 25%, appropriateness, adequacy of vocabulary for purpose, and intelligibility 24%, grammatical accuracy 22% and fluency in 20% improvement.

Based on the above result, it is concluded that using simulation technique in the English learning improved students' speaking skill at Grade XI SMK N 1 Padangsidempuan. It can be shown by students' percentage in each assessment criteria. Hopefully, it will be continuously practiced by English teachers or other learning forward.

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ABSTRACT

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CHAPTER I

INTRODUCTION

A. Background of the Problems

One way to communicate that is often used and more understandable by people is speaking. In communication, speaking has importance to be used such as exchanging information to share experiences, ideas, sympathy, and motivation; cooperating with others; and learning input. These reasons make speaking skill now becomes an intensive focus on English language learning.

Speaking as exchanging information is used to sharing experiences with others. This activity allows people to express their ideas to get sympathy and motivation. These purposes make speaking commonly used in the society. Feelings, perceptions and thoughts can be informed more comprehensive through speaking because speaking is orally done which is supported by the way of speaking itself with its immediate feedback. It brings out completely function of human gestures, prosody, and body language. Within speaking, communication has become more understandable, responsive and interactive.

Speaking in social life also can not be far away from interaction. This is supposedly proposed by living together will be better by cooperating in social interaction to get certain objectives. Through speaking, people can show and tell their needs to others and cooperatively build cooperation which is advantageous and useful

for both sides. Thus, the extent of speaking makes works being easier and faster to overcome the social problems.

Speaking as a learning input holds urgent importance. According to Magnesen in DePorter people are learning 70% from what they are saying and 90% from what they are saying and doing.¹ It reflects that the activities of people which referred to speaking and doing contribute a great deal of learning. Speaker in the case of speaking says things temporarily then it will be responded immediately. Mistakes and errors of meaning while speaking will be corrected as soon as possible to prevent misunderstood among communicators. It will be a process of people to correct and check every information that have been given which is referred to one's changes in thinking and behavior as the learning input for them.

In English teaching, speaking is one of the language skills in which students function the target language as communication tool. Context of this teaching determines the importance of speaking to be learnt. English in Indonesia is a foreign language where societies do not use English to communicate. So, the intended skill in speaking skill is still remained on students to be achieved completely. Therefore, it is hopeful teachers today have to focus on teaching speaking because there is no other place in society provide a free use of English regularly either informal or formal situation except school.

¹ Bobbi DePorter, et.al, *QuantumTeaching*, translated by Ary Nilandari, (Bandung: Kaifa, 2001), p. 57.

Unfortunately, problem regards to speaking skill was happened at the research class. There students did not have a desire to speak. Students' interest was lost all over as a result they use mother tongue in English class and made students losing in every English competition such debate at that school. They presumed the focus of language learning is all about learning the component of language and not to be used to communicate. Actually, the component of language what they learnt is designed not only to be mastered for studying language but also to be communicated along the learning. That was why hopefully teacher as motivator should consider and overcome this issue.

On the other hand, students' classroom was not provided to support the speaking activities. Supportive features really influence on students to speak as it is intended. Teacher there set the class as the usual course with no different from other learning to project the speaking skill. Classroom management which concerns on seat formation is known as provider of active learning. However; teacher seemed paying less attention to that thing even it is needed to facilitate the speaking activity that is hopefully operated in spoken class.

Furthermore, un-intensive course of speaking skill was accomplished through learning English by textbook for translating language to understand the English. Learning English was passive. Even students were instructed mostly about grammar rules on textbook; they still got confused to state words in English and to build a sentence orally.

Those were simply known as complicated issues in teaching speaking for Administrasi Perkantoran class for Department of Secretary at SMK N 1 Padangsidempuan. A number of principles had been suggested to figure out problems comprehensively. The writer recommended three types of techniques that could be applied in spoken class for the alternative technique; monologue, role-playing and simulation.

Monologue provides students opportunity to speak in their own performance. They can develop their ideas without interruption from listeners which can cause effects on their speaking stability. Role-playing is activity which evolves improvisation of students to think about their own role to communicate. Another is simulation which provides students an opportunity to speak English as it is found in the real world based on taken function.

Based on consideration of those techniques, researcher chose simulation to be conducted in research class at SMK N 1 Padangsidempuan to overcome the speaking problems in the classroom. It was due to simulation is a communicative, a real and students-centered learning that helped students to improve their speaking skill where they were studying English for specific purposes.

Firstly, simulation is used to teaching oral skill because it develops students' communicative competence. Secondly, simulation is the micro-world activity. Finally, consideration to this selection is the students-centered learning or more commonly said in term of learning-centered technique. It means simulation is conducted by bringing a real situation into the classroom for solving the problem that

is actually happened in real life. This performance will invite students to interact by speaking English to utter the language what others need to function their roles in simulation.

Communication in simulation will improve students speaking by operating the function of their roles. In simulation, students will have been in negotiated process and dynamically integrated. According to Hutchinson, students construct their knowledge in simulation to negotiate the function of the role.² In addition, Allah also taught Adam, the first earth man by using simulation to build Adam's knowledge for understanding others as Allah's function. Allah stated in Al-baqarah verse 33 as follows.

قَالَ يَتْلَأِدُمْ أَنْبِئُهُمْ بِأَسْمَائِهِمْ^ط فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَوَاتِ
وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ ﴿٣٣﴾

Means: He said: "O Adam! Inform them of their names," and when he had informed them of their names, He said: "Did I not tell you that I know the Ghaib (unseen) in the heavens and the earth, and I know what you reveal and what you have been concealing?"³

Based on the above background, researcher conducted a classroom action research in language class. Researcher believed that this research concerned will motivate students to speak and improved their speaking skill because of various importance of speaking to be skilled.

² Tom Hutchinson & Alan Waters, *English for Specific Purposes: A Learning-Centered Approach*, (Cambridge: Cambridge University Press, 1986), p. 74.

³ Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Kahn, *The Noble Qur'an English Translation of the meanings and commentary*, (Madinah: King Fadh Complex for the printing of the Holy Qur'an, tth), p. 8-9.

In order to get speaking more active and integrated, research conducted simulation based on students' specification class, Administrasi Perkantoran class. So that speaking was more appropriate as preparation for them to the need of their study after graduating. Because researcher had convinced that simulation is important to prepare them to all they need in communication for required professions and improve their skill, researcher entitled this research by Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK N 1 Padangsidimpuan.

B. Identification of the Problems

Problems of the research based on the above background were needed to be identified in order to be characterized as they should be. They were:

1. Having un-desired to practice speaking in the class.
2. Using mostly mother tongue in English class.
3. English learning in the classroom was passively done.
4. Low achievement of students' speaking skill.

C. Limitation of the Problems

Based on the above identification of the problems, research was limited to describe the improvement of speaking skill by using simulation technique. This research was conducted by classroom action research. In order to be more directed, this research focused on exploring improvement of speaking in the case of appropriateness of speaking, vocabulary adequacy, grammar accuracy, intelligibility (pronunciation), fluency, and content relevance. Simulation technique was conducted

by social environments in Civil Registry Office of Padangsidempuan (Kantor Kependudukan Dan Pencatatan Sipil Daerah Kota Padangsidempuan) and The Hotel Administration (Administrasi Perhotelan) with all its props and documents for English learning.

D. Research Question

In order to direct the research more clearly, it was better to propound the questions of the research. It was due to many aspects of the research problems that had been concerned on the focuses were so wide and comprehensive. The research question is “How does simulation technique improve the students’ speaking skill at grade XI Administrasi Perkantoran class 1 SMK N 1 Padangsidempuan?”

E. Purpose of the Research

Based on the above question, researcher answered the question as purpose of the research. It was to describe simulation technique in improving the students’ speaking skill at grade XI Administrasi Perkantoran class 1 SMK N 1 Padangsidempuan

F. Significances of the Research

Research significances are large in contributions depending on whatever and whoever a result of the research being useful in terms of education.

Significances of this research are in the following.

1. Being one of research contributions on study for developing the English language teaching focus.

2. Being a consideration for teacher to achieve the English learning to improve students' speaking skill.
3. Being one of the research literatures that can be a source to get information about the research focus for other researchers who will be interesting in conducting research relates to this research.

G. Definition of Key Terms

Avoiding vagueness and misunderstandings in assuming the title of the research, then it was clarified the definition of the focuses as the key terms in title Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK N 1 Padangsidempuan as in the following.

1. Improving : Process of becoming or making students' speaking skill better through several cycles which improves students' speaking skill by the chosen technique in learning.
2. Speaking skill : Being able to use English language as well by saying or stating and ask or answer things to negotiate meaning for building up communication through interaction each other in learning activity which deals with peer conversation in the set environment or situation.
3. Simulation technique : A language learning technique which allows students to express ideas themselves to their peers in a group setting, groups comprising for operating the certain

situation as real life structure. It refers to the imitative activity about interaction in real situation which derived into the classroom to be simulated as it is reality by using English as a target language in order to make students' speaking skill improving.

H. Systematical Organization of the Thesis

This thesis consisted of five chapters. In the first chapter dealt with background of the problems, identification of the problems, limitation of the problems, research question, purpose and significance of the research, and definition of key terms.

The second chapter consisted of theoretical review of the research focus. It included theory of speaking skill and simulation technique. Review of related findings and conceptual framework were also presented at the end of this chapter.

The third chapter is about the methodology aspect that was applied. It dealt with research design, time, place, subject and cycle of the research. There also were clarified instrument and technique of data collection. Beside, there were also explained the research procedures and technique of data analysis.

The fourth chapter is the research findings and discussion. There researcher completed report of the findings of the classroom action research in each cycle. It was presented to describe the found data as the answer of the research questions and forward to state the purpose of the research. It described the research setting, action

that had already been done, findings of the action, discussion of the research findings, and limitation of the research.

In the last chapter researcher concluded the research, stated the implication of the research concerning on the benefit findings, and recommended some suggestion whether for teacher, students or other researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

Review of related literature involves the systemic identification, location and analysis of documents containing information related to the research problems. This research reviewed the theories of speaking skill, teaching speaking skill and simulation technique as in the following.

1. Speaking Skill

Language skills are divided into two skills; receptive and productive skills which are intended to be achieved by students. According to Bailey, language generated by the students (in speech or writing) was referred to productive. Language directed at the students (in reading or listening) was called receptive.¹ The research focused on them at elementary level of proficiency in which Brown figured out where students have little or no prior knowledge of English on which to build.² Researcher identified speaking skill in definition, characteristics, and its assessment criteria for educational purposes.

a. Definition of Speaking Skill

Lexically, speaking is the use of language to talk and exchange something to somebody in conversation orally. Oxford defined speaking as using voice to say

¹ Kathleen M. Bailey. "Speaking", David Nunan (ed.) *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p. 48.

² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p. 101.

something and being able to use a language.³ According to Neufeldt speaking is to exchange greetings or carry on conversation.⁴

Furthermore, Bailey in Nunan stated that speaking is the productive aural/ oral skill that consisted of producing systematic verbal utterances to convey meaning.⁵

In addition, Kramsch as cited in O'Malley and Pierce means speaking as follows:

Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener. It means "anticipating the listener's response and possible misunderstandings, clarifying one's own, and the other's intentions, and arriving at the closest possible match between intended, perceived, and anticipated meanings."⁶

In conclusion, speaking skill is the ability of verbalizing, negotiating and sharing the intended meanings in a certain context between interlocutors in which conversation was productively built.

b. Characteristics of Speaking Skill

In order to be easier understanding the speaking skill, it is important to characterize this skill specifically at students' elementary level. It is characterized by the speaker's ability to communicate minimally with learned material.

Based on standard of competence and basic competence 2006, speaking English for elementary level students at vocational context grade XI are indicated

³ University of Oxford, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2009), p. 414.

⁴ Victoria Neufeldt, *Webster's New world College Dictionary*, (USA: Macmillan, 1988), p. 1287.

⁵ Kathleen M. Bailey, *Op.cit.*, p. 48.

⁶ J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners: A Practical Approaches for Teachers*, (USA: Addison-Wesley Publishing Company, 1996), p. 59

by understanding simple daily conversations in professional and non-professional contexts with non-native speakers, understanding simple messages through direct and indirect communication, describing jobs and a background of studies orally, describing past events and future working plans, expressing different kinds of intention, understanding simple instructions, and understanding short messages.⁷

c. Assessment Criteria of Speaking Skill

It is needed to recognize the criteria for speaking assessment in the research study. Writer agrees with The Associated Examining Board Test in English for Educational Purposes criteria as it is mentioned in the following:

1) Appropriateness

This is defined to operate speaking in conversation appropriately in the socio-cultural convention. Dittmar stated that all speech in verbal interaction takes place in a physical environment which is situated in a particular speech context, and is concerned with a particular topic.⁸ Appropriateness is identified to assess speaking or oral production skill because it will show interlocutors' understanding to use the target language contextually and avoid misunderstanding of socio-cultural of the topics task.

⁷ Eri Kurniawan, et al., *English in Vocational Context*, (Bandung: Grafindo Media Pratama, 2008), p. xi-xiii.

⁸ Norbert Dittmar, *Sociolinguistics: A Critical Survey of Theory and Application*, (London: Edward Arnold, 1976), p. 165.

2) Adequacy of vocabulary for purpose

Based on McCarthy and O'Dell, English vocabulary has a remarkable range, flexibility, and adaptability.⁹ There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Vocabulary in Neufeldt is defined as an interrelated group of non-verbal system, symbols, signs, gesture, etc.¹⁰ It is simply understood by all the words that speaker uses in conversation which is developed adequately for purpose of topics in interaction within communication.

3) Grammatical accuracy

According to Neufeldt, grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).¹¹ And accuracy in Bailey is the extent to which students' speech matches what people actually say when they use the target language.¹² This criterion is identified highly by uttering patterns of spoken language accurately.

4) Intelligibility

⁹ Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use: Upper-intermediate & Advanced*, (Cambridge: Cambridge University Press, 1994), p. 2.

¹⁰ Victoria Neufeldt, *Op.cit.*, p. 1494.

¹¹ *Ibid.*, p. 286.

¹² Kathleen M.Bailey, *Op.cit.*, p. 55.

According to Oxford, intelligibility is simply defined as understandability.¹³ It is being able to produce sound in connected streams of speech. Murphy stated that speaker of language needs to be able to inter-exchange understanding of each word with relative ease and communicate meaningfully with perfect pronunciation.¹⁴ Students who are learning target language are identified by assessing their articulation which refers to reasonable comprehension in utterances and infrequently of repetition of speech.

5) Fluency

Bailey states “Fluency is the extent to which speaker use language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.”¹⁵ Basic knowledge of oral skill as quoted by Alexander are the abilities to understand English in everyday subjects at normal speed, answer and ask questions, reproduce orally a short talk and conduct conversation.¹⁶ This criterion in assessing oral production is identified by highly confidence which is characterized by inter-essential connectors as the fillers and mostly produce language at the normal speed as native-users.

6) Relevance and adequacy of content

In conducting speaking activity, content of the talked topics should cover relevance and adequacy. Content in Oxford is amount of something contained in a

¹³ University of Oxford, *Op.cit.*, p. 225.

¹⁴ John Murphy. “Pronunciation”, David Nunan (ed.), *Op.cit.*, p. 112-113.

¹⁵ Kathleen M.Bailey, *Op.cit.*, p. 55.

¹⁶ L.G. Alexander, *Fluency in English*, (Yogyakarta: Kanisius, 1975), p. x-xi.

substance.¹⁷ Utterances and response that have been reproduced should be relevant to the task set without gaps or redundancy. This criterion is identified through the relevance of what is said orally by interlocutors with the given task in which substances of the topic are extant.

2. Teaching Speaking in The Classroom

Teaching speaking in the classroom should be considered the number of essential factors which influence the learners' behavior in learning language. They are including contexts of teaching which deal with proficiency, age, and socio-cultural factors; principles of teaching; and objectives of teaching speaking.

a. Contexts of Teaching Speaking Skill

1) Proficiency : ACTFL (American Council on Teaching Foreign Languages) proficiency guidelines described elementary stages which are cited in Brown in terms of low, mid and high as follows.¹⁸

- a) Low : oral production consists of isolated words and perhaps a few high frequency phrases.
- b) Mid : oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased.
- c) High : able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally

¹⁷ University of Oxford, *Op.cit.*, p. 90.

¹⁸ H. Douglas Brown, *Op.cit.*, p. 102-103.

expanding these through simple recombination of their elements. Students can ask questions or make statements involving learned material.

- 2) Age : Teaching across age is being considerations absolutely by practitioners' now-days. It is according to Shumin that age is one of the most commonly cited determinant factors of success or failure in second language or foreign language learning.¹⁹ According to the age level, teaching between belongs to high school age children whose ages range between 12 and 18.
- 3) Social : Foreign language learners' categories placed students' learning in various challenges including use of language for communication. To teach speaking skill at language for EFL students at secondary school teachers' guidelines based on Brown in the following can be considered.²⁰
 - a) Using class time for optimal authentic language input and interaction
 - b) Not wasting class time on work that can be done as homework
 - c) Providing regular motivation-stimulating activities
 - d) Helping them to see genuine uses for English in their own lives
 - e) Playing down the role of tests and emphasize more intrinsic factors
 - f) Providing plenty of extra class learning opportunities
 - g) Encouraging the use of learning strategies outside class
 - h) Forming a language club and schedule regular activities.

¹⁹ Kang Shumin, "Factors to Consider: Developing Adult EFL Students' Speaking Abilities", Jack C.Richards & Willy A.Renandya (eds.) *Methodology in Language Teaching: An Antology of Current Practice*, (Cambridge: Cambridge University Press, 2001), p. 205.

²⁰ *Ibid.*, p. 121

b. Principles for Teaching Speaking Skill

Assumption about teaching speaking mostly concerns on real communicative and motivational learning. Lazaraton in addition states, “Oral skills classes at all levels are often structured around functional uses of language.”²¹

However, the difficulty that is found by teacher in the classroom is the difficulties to get students speak in English, not to use their mother tongue. Harmer assumed that those can be handled by setting clear guidelines, choosing appropriate tasks, creating an English atmosphere and using persuasion and other in-documents to promote the use of English and explain clearly what is expected by students.²²

In summary, teaching speaking at elementary level of proficiency should consider several factors as pointed out by Brown, they are in the following.²³

- 1) Students’ cognitive learning process should be engaging in plenty of repetition of a limited number of words, phrases and sentences and getting students to used practiced language for genuinely meaningful purposes.

²¹ Anne Lazaraton. “Teaching Language Skill”, Marianne Celce- Mercia (ed.) *Teaching English as a Second or Foreign Language*, (USA: Heinle-Heinle Thomson Learning, 2001), p. 105.

²² Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), p. 132-133.

²³ H. Douglas Brown, *Op.cit.*, p. 111-113.

- 2) The role of the teacher: is the only initiator of language. Pair-work and group work are effective techniques for taking students focus off of teacher and for getting them into an interactive frame of mind.
- 3) Teacher talk: teacher input in the class is crucial. Teacher English needs to be very clearly articulated.
- 4) Authenticity of language: the language should be authentic. Utterances are limited to short, simple phrases.
- 5) Fluency and accuracy: fluency is a goal at this level. Students need to practice freely and openly without fear of being corrected. Teacher needs to give some treatment of selected grammatical and phonological errors.
- 6) Students creativity: teacher gets students to be creative within the confines of a highly controlled repertoire of language
- 7) Technique: group and pair activities are excellent techniques as long as they are structured and very clearly defined with specific objectives.
- 8) Speaking goals: speaking functions are meaning full and authentic communication tasks.

c. Objectives of Teaching Speaking Skill

Teaching speaking as learning centered is seen as a process in which learners use what knowledge or skills they have in order to make a sense of the flow of new information. So, Hutchinson said learning is just not a mental process; it is a

process of negotiation between individuals and society.²⁴ Similarly, Silberman commented that when learning was active, the learner was seeking something, that we called by a learning-centered as had been proposed to be conducted in teaching oral skill.²⁵

The objective of teaching speaking skill is communicative efficiency. The National Capital Language Resource Center cited that in speaking activities learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.²⁶

3. Simulation Technique

Interactive learning to teach speaking seems ideal technique for them who are studying English as foreign language. Simulation offers teaching speaking a technique to prepare students to use target language to communicate in the classroom. To get assumption about simulation, then the following discussion deals with definition, purposes, characteristics, and structures of simulation for developing materials.

a. Definition of Simulation Technique

²⁴ Tom Hutchinson & Alan Waters, *English for Specific Purposes: A Learning- Centered Approach*, (Cambridge: Cambridge University Press, 1986), p. 72-74.

²⁵ Mel Silberman, *Active Learning*, (Massachusetts: Allyn & Bacon, 1996), p. 4.

²⁶ NCLRC, Teaching Speaking: Goals and Techniques for Teaching Speaking, *The Essentials of Language Teaching*, 2003.

According to Neufeldt, simulation is the act of simulating; pretense; feigning.²⁷ Similarly, Jones in Lyu defined a simulation as a reality of function in a simulated and structures environment.²⁸ Furthermore; O'Malley and Pierce state that simulation by dealing with Scarcella, "Simulations have also been referred to as joint discussion/ decision making and socio-drama. Socio-drama is a type of simulation that involves a solution to a social problem but allows more than one solution to be enacted and matches students to roles they can relate to."²⁹

Technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. In other word, technique refers to various activities that either teachers or learners perform in the classroom. Brown states, "Techniques include all tasks and activity."³⁰

In sum, simulation across elementary level is the activity for interactive speaking in the classroom of English that can provide realistic situations and environment as real life subject. This situation provides to negotiate meaning and exchange information to face and solve the problem that has been driven to the learners. Researcher used simulation type socio-drama in which activities had developed as social environment and had involved students to function the given roles by interacting each other according to their own relation in the set situation.

b. Purposes of Simulation Technique

²⁷ Victoria Neufeldt, *Op.cit.*, p. 1251.

²⁸ Yeonhwan Lyu, a Thesis, Simulations and Second/ Foreign Language Learning: Improving Communication skills through Simulations, (The University of Toledo, 2006), p. 13.

²⁹ J. Michael O'Malley & Lorraine Valdez Pierce, *Op.cit.*, p. 85.

³⁰ H. Douglas Brown, *Op.cit.*, p. 137.

Simulation with its own implementing in learning supposedly has purposes that are intended to be reached. There appear to be at least ten general purposes for the use of simulation that were synthesized from the works of several researchers concerned on simulations.

Simulation as quoted by Ulrich is designed to develop changes in attitude, change specific behaviors, prepare participants to assume new roles in the future, help individuals to understand their current roles, increase the students' ability to apply principles, reduce complex problems or situations to manageable elements, illustrate roles that may affect one's life but that one may never assume, motivate learners, develop analytical process, and sensitize individuals to another person's life role.³¹

c. Characteristics of Simulation Technique

For a simulation to work it must, according to Jones, have the following characteristics as adopted by Harmer:³²

- 1) Reality of function: the students must not think of themselves as students, but as real participants in the situation
- 2) A simulated environment: the teacher says that the classroom is an airport check-in area, for example.
- 3) Structure: students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

³¹ Donald C. Orlich, *Teaching Strategies: A Guide to Better Instruction*, (USA: D.C.Heath and Company, 1985), p. 307.

³² Jeremy Harmer, *Op.cit.*, p. 274.

In addition, simulation is understood similarly by most of teachers with role-play. Carbonell with the two colleagues defined simulations in difference from role plays that the participants in role play plays or acts a part whereas in simulations participants are competing against nature.³³

However, Livingston pointed out that the main concern for the language teacher is the opportunities role play and simulation provide.³⁴ Thus, simulations always include an element of role play and accurately reflect some parts of reality. Therefore, Savignon stated that the simulations that are most interesting and effective in the language classroom are those *that require the participation of all members of the group to meet a stated goal.*³⁵

d. Structures of Simulation Technique

Simulation broadly known has three stages, namely briefing, activity, and debriefing. They are developed by teachers as in the following.³⁶

1) Selection of activity:

Teacher should consider the objectives of the activity conform to the objectives of the section of the course being studied, appropriateness for students' level of skill, whether it is interesting or not, workability of

³³ Amparo Garcia-Carbonell, et al., "Simulation/gaming and The Acquisition of Communicative Competence in Another Language", in *Simulation & Gaming Sage Publications*, Volume 32, No. 4, 2001.

³⁴ Munther Zyoud, *Using Drama Activities and Techniques to Foster Teaching English as a Foreign Language: a Theoretical Perspective*, Al Quds Open University.

³⁵ Sandra J.Savignon, *Communicative Competence: Theory and Practice*, (Massachusetts: Addison Wesley, 1983), p. 211.

³⁶ *Module 8 Role-Playing Simulation*, Activities for ESL Students-TEFL/TEFL Links, 2011. p. 5-7.

technique in the classroom and having a sound knowledge base, theme of activity, participants' activity, how to organize it in the classroom, teacher's guidance, and debriefing activity.

- 2) Decide when to introduce the activity:
 - a) Decide when it is appropriate to introduce the simulation activity. Some simulation activities are most suitable for use as introductory activities. Others are most suitable for use throughout an entire learning sequence.
 - b) Decide if simulation is used along side other teaching methods as a means of supplementing or striking a balance in student involvement in learning. For instance, simulation may be used after a presentation of essential concepts and principles.
 - c) Do not overuse simulations to point of students saying: "oh no, not another simulation!" Rather incorporate such activities into overall structure of the course or learning unit.
- 3) Before commencing:
 - a) Ensuring that students have had adequate experience with reality being represented to be able to appreciate the activity as a simulation;
 - b) Ensuring that students see the activity as part of an overall unit of work;
 - c) Discussing the purpose of the activity with students, itemize learning objectives to form an evaluation checklist;
 - d) Keep all rules and directions to a minimum, especially at the start of an activity

To execute this technique in the classroom, teacher follows the steps as follows:

- 4) During the activity
 - a) Accepting a reasonable level of noise and movement from students as valuable
 - b) Moving around the room with them, and helping the students to become fully involved in the process of the simulations.
- 5) Follow-up activity
 - a) Both students and teacher may evaluate what has been learned from the session including: discuss what happened during the simulation; students may ask question individual participant to ask why they took a particular position, made a certain statement, or undertook an action; discuss the concepts and principles learner; how well the concepts and principles have been explained; and to what extent the simulation is relevant to the topic being learned.
 - b) Explaining and resulting the participants activity
 - c) Teacher explains the reactions such anger, dismay, disagreement, for them who plays too seriously were caused by the structure of the situation, not by stubbornness of the individuals playing roles
 - d) Encouraging participants to be sensitive to the different assumptions, values, goals, and positions that may be taken by different persons actually in 'real-life'. This is an opportunity to reveal the nature of some real-life situations.

Structures in simulations should be provided to work it successfully. The following features by Howarth may help teacher to develop materials for simulation as interactive technique for teaching speaking skill.³⁷

- 1) Pre-teaching task language: Teacher tries to analyze tasks before using them in order to predict what language is critical to task achievement.
- 2) Providing support: As well as providing language for tasks, where appropriate teacher tries to provide ideas too.
- 3) Introducing media/ used tools and students' function: The given media will be used in activity if teacher introduces those clearly before tasking to make the work done.
- 4) Giving preparation time: teacher gives some thinking time before starting a task during which the students can ask her or each other for support.
- 5) Teaching process language: This is similar to classroom language but refers to the language that students need to interact.
- 6) Providing a supportive atmosphere: teacher tries to raise confidence by giving lots of praise and giving feedback on task achievement as well as language use.
- 7) Varying the interaction and repeating tasks: teacher moves students around the classroom
- 8) Having different levels of task: teacher prepares an easy, medium, and difficult version of the same task.

³⁷ Patrick Howarth, *Increasing Students Interaction*, "Teaching English", BBC: British Council, 2006.

- 9) Providing a reason to interact: teacher uses tasks that actively provide the learners with a reason to speak.

B. Review of Related Findings

Research is a study about certain object to find out new facts about it. There had been many researches done regard to this research problem, speaking skill improvement. They were shown to present related elements with the research topic in order that the researcher here needed to conduct another research to complete an empty side of the research focus. The related findings were firstly, a Thesis of Yeonhwan Lyu in The University of Toledo 2006 entitled by Simulations and Second/ Foreign Language Learning: Improving communication skills through simulations. This research re-examined the general notion of CLT (Communicative Language Teaching) and comprehensible input within a real-world perspective based on theory of Hard Science Linguistics. The kind of research was qualitative research by gathering data through observation in the classroom at the University of Toledo. Researcher found simulation was the key to communicative language learning/teaching. And researcher suggested how simulation can be used in an EFL class.

Secondly, a Thesis of Ayu Diah Harni Susanti in Syarif Hidayatullah Jakarta State Islamic University 2007 entitled by Using Role Play in Teaching Speaking. This research used pre-experiment method by using one group pre-test and post-test design. The kind of research was quantitative research by gathering data through samples' testing students of ninth grade in Islamic Junior High School (MTs)

Soebono Mantofani, Jombang, Ciputat. Research found teaching speaking by role-play was better by accepting the proposed hypothesis (there is a significance increase in teaching speaking by using role play). And researcher suggested teacher in order to design classroom enjoyably and actively.

Finally, a Thesis of Rica Umrina in State College for Islamic Studies Padangsidempuan 2011 entitled by Improving Students' Speaking Skill through Debate at SMA N 1 Padangsidempuan. This research used classroom action research method at SMA N 1 Padangsidempuan. The kind of research was qualitative research by gathering data through observation. Researcher found debate had improved students' speaking skill. Researcher suggested teacher to accomplish teaching speaking more interactive.

Based on these researches presentations and suggestions, writer found there had not found yet a research for specifically improving speaking skill at vocational context at Padangsidempuan. Hopefully, this research will complete and contribute a finding in speaking teaching focus to enrich knowledge in language teaching literature for students.

C. Conceptual Framework

Conceptual framework is necessarily used to show a certain assumption about research topic. Speaking problems that had been focus on this research came from intrinsic and extrinsic factors which had influence on students' speaking skill.

Intrinsic factor was belonging to students' speaking desire, while extrinsic factors were classroom design and un-intensive course of speaking in English learning.

Actually, speaking problems in classroom could be able to be handled by focusing on speaking skill improvement and full management in designing classroom to provide students an active learning during English learning. However, almost influencing factors were not being solved for along time and students' speaking skill stayed on bad performance. So, researcher wanted to accomplish simulation technique during English learning to improve students' speaking skill. Researcher began to precede simulation as it must be. It was started from briefing, then activity, and finally debriefing.

After having simulation, researcher reflected for analyzing what had been happened, whether simulation technique improved or did not. The following is the research framework. This research was considered as turning actions to achieve the better intended skill at speaking in English.

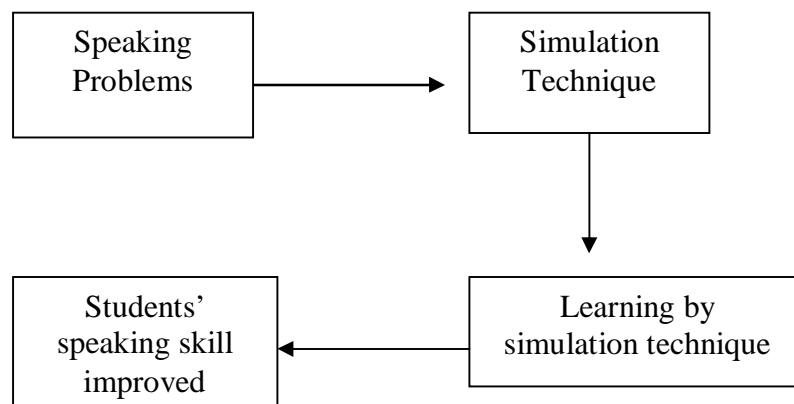


Figure 1. Research Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was designed by classroom action research. Based on Gay and Airasian classroom action research is a type of practitioner research that was used to improve the practitioner's practice; action implies doing or changing something.¹ Accordingly, this research was conducted in which had been used to improve the teacher's practice in the classroom for speaking skill teaching; teaching applied simulation or changing students' prior speaking skill at low performance to the better performance by its criteria.

The main concept of classroom action research consisted of four steps; namely planning, acting, observing and reflecting. This research used Kurt Lewin and Elliot model which was considered by both interpretations on cycles in classroom action research as Iskandar quoted there are basics' cycles of the research. They are general identification, reconnaissance, plan arrangement, development, implementation, evaluating and finally repairing plan.²

This design shown the improvement of practice in the classroom had been done through cyclical action to be implemented continuously to reach what the research wanted to do at first.

¹ L.R.Gay & Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall Inc., 2000), p. 593.

² Iskandar, *Penelitian Tindakan Kelas*, (Jakarta: Gaung Persada Press, 2011), p. 29.

B. Place and Time of the Research

1. Place of the Research

The research was conducted at SMKN 1 Padangsidempuan that is located on Jln. Sutan Soripada Mulia, no. 25, Padangsidempuan.

2. Time of the Research

This research was conducted in academic year 2011/ 2012. The research actions were accomplished in the classroom only a half of semester to be sufficient for research completion that needed an effective learning as usually happened in the classroom. It was started from January to April 2012.

C. Subject of the Research

Subjects of the research were the students in excellent class of Administrasi Perkantoran section at grade XI SMK N 1 Padangsidempuan in academic year 2011/2012. They were totally 35 students.

D. Research Cycles

The research followed the four general cyclical procedures of the action research. They are planning, action, observation, and reflection. It is described in the following figure. In the cycle 1, researcher made plan based on general identification and reconnaissance. It had been followed by acting and observing the planned action. After that, researcher reflected the applied actions to revised plan for cycle 2.

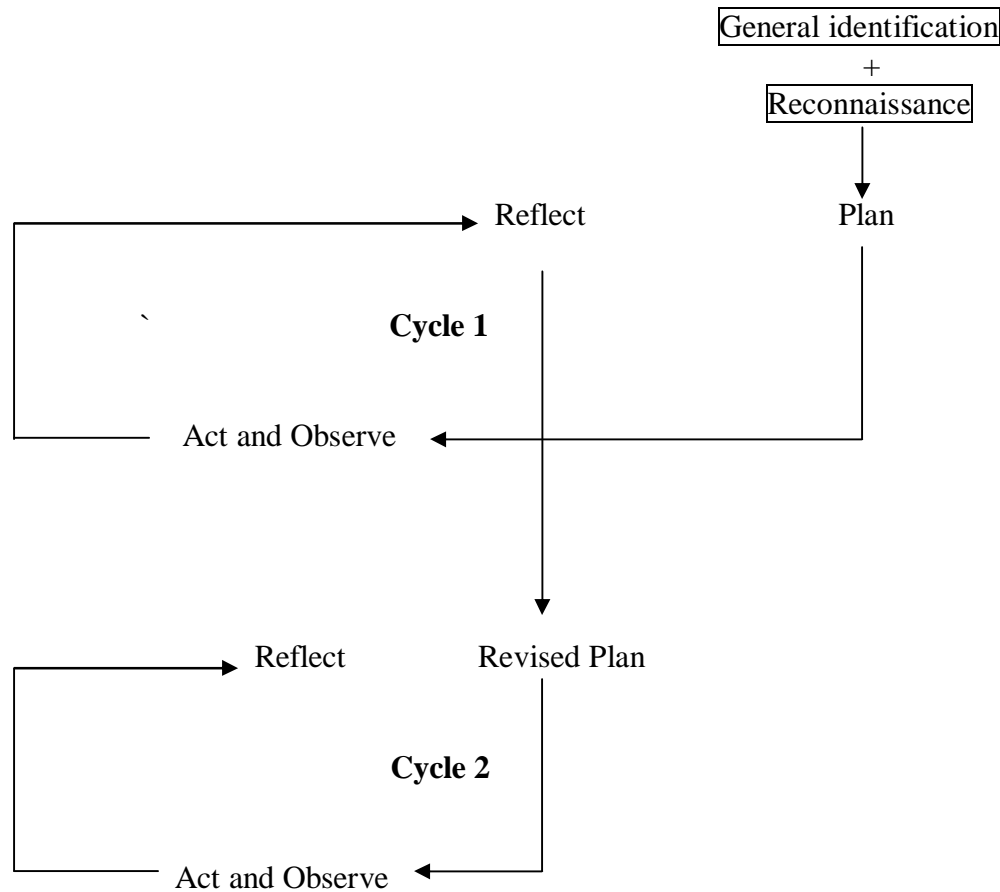


Figure 2. Research Cycles

E. Instrument and Technique of Data Collection

1. Instrument of Data Collection

- a. Test: Researcher used speaking test type oral presentation. Brown defined a test as a method of measuring a person's ability: knowledge, or performance in a given domain.³ Oral presentation based on Weir is expected to have

³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

candidate giving a short talk which he has either been asked to prepare beforehand or has been informed of shortly before the test.⁴

- b. Observation: Researcher used observation type field notes. Gay and Airasian pointed out field notes are the observer's record of what s/he will have been seen, heard, experienced, and thought about during an observation session.⁵ Holly similarly said field notes are also direct observations of what was being said and done as well as impressions or hunches of the observer.⁶

2. Technique of Data Collection

- a. Test: Test was orally done for every student at the same time of the activities of the learning through the first cycle and the second cycle. Test taker was researcher herself. She took the speaking assessment criteria rubric as reference in the process of learning to get student's score. Speaking was measured in six criteria. Each criterion then was rated into four scales of rating scores; it was based on assessment criteria for the Oral Test of The Associated Examining Board Test in English for Educational Purposes. The rubric is shown in the appendix.
- b. Observation: Wray commented that observation is consisting of recordings, transcriptions and notes relating to the subjects' behavior and language.⁷

⁴ Cyril J. Weir, *Communicative Language Testing*, (UK: Prentice Hall, 1990), p. 75.

⁵ L.R.Gay & Peter Airasian, *Op.cit.*, p. 213.

⁶ Mary Louise Holly, et.al., *Action Research for Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merrill Prentice Hall, 2005), p. 144.

⁷ Alison Wray, et.al., *Projects in Linguistics: A Practical Guide to Researching Language*, (London: Arnold, 1998), p. 187.

Therefore, researcher followed the following questions to be answered when making field notes for observation as Gay and Airasian suggested.⁸

- a. Who was being observed? How many people were involved, who they are, and what individual roles and mannerisms are evident?
- b. What is going on? What is the nature of conversation? What are people saying or doing? What is the physical setting like? How are people seated, and where? How do the participants interact with each other?
- c. What is the status or roles of people; who lead, who follow, who is decisive, and who is not? What is the tone of the session? What beliefs, attitudes, values, etc. seem to emerge?
- d. How did the meeting end? Was the group divided, united, upset, bored, or relieved?
- e. What activities or interactions seemed unusual or significant?
- f. What was the researcher doing during the session?

F. Research Procedures

The research used two cycles to improve students' speaking skill by using simulation technique. There had been planning, acting, observation and reflecting steps in the research procedures.

In the cycle 1, the research procedures were:

1. Planning:

⁸ L.R.Gay & Peter Airasian, *Op.cit.*, p. 213-214.

- a. arranging the lesson plan
 - b. determining the lesson materials
 - c. preparing instruments to be used by students
 - d. arranging learning scenario for simulating the class
 - e. preparing instrument for teacher and observers' observation.
2. Action:
- a. arranging seat formation
 - b. telling the purpose of the learning
 - c. introducing the scenario of activity
 - d. grouping the students into two performers
 - e. explaining the structures of simulation to be worked out
 - f. giving students function to be acted
 - g. having preparation time for performance
 - h. tasking students to execute the activity to test the students' speaking skill orally
 - i. for the first and the second performers
 - j. discussing together the simulation done
 - k. encouraging and concluding the learning
 - l. observing the classroom
3. Observation:
- a. observing the execution of the activity
 - b. observing students' speaking skill

c. evaluating students by taking the score of students' speaking

4. Reflection:

- a. discussing with co-teachers about the action
- b. making any decision for the next cycle
- c. developing another environment to be simulated
- d. analyzing the found data
- e. clarifying the found problem in the activity whether in the case of students or teacher

In the cycle 2, the research procedures were:

- a. Planning: Researcher arranged the lesson plan based on reflection in cycle 1. those were:
 - 1) arranging lesson plan
 - 2) designing procedures of teaching
 - 3) preparing instrument for students, teacher and observers
- b. Action: Teacher applied simulation technique based on the lesson plan that was a result of reflection in cycle 2.
 - 1) eliminating found problem in cycle 1 wisely by motivating, encouraging, controlling and managing class
 - 2) explaining better than cycle 1
 - 3) celebrating the achievement together
 - 4) helping students to keep practicing in activity
 - 5) evaluating speaking skill directly in presentation

- c. Observation: Teacher and both observers observed students' speaking skill and activity of the learning by using simulation technique
- 1) observing the procedures that had been arranged whether worked.
 - 2) observing students' speaking skill by using instrument
- d. Reflection: Researcher reflected the all cycle and analyzed to have conclusion of the using simulation technique in improving students' speaking skill in English learning.

G. Technique of Data Analysis

The collected data must be summarized and be interpreted to help teacher made decisions about the practice. The process of data analysis involved making sense out of text and image data. According to Creswell, it involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making and interpretation of the larger meaning of the data.⁹

Primarily, researcher analyzed quantitative data by computing the score of students' speaking skill which were found by test. The formula is in the following.

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

Where:

X : the mean of the students

$\sum x$: The total scores

N : the students' size

⁹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Sage Publication, 2003), p. 190.

The percentage of students' improvement in speaking skill was analyzed by the following formula:

$$p = \frac{x}{y} \times 100\%$$

P: percentage

X: mean score

Y: ideal mean score

Finally, researcher summarized qualitative data by six steps as suggested by Creswell as in the following.¹⁰

Step 1: organized and prepared the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Step 2: read through all the data. This was done by obtaining a general sense of the information, and reflecting on its overall meaning.

Step 3: began detailed analysis with a coding process it was organizing material into "chunks" before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: used the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or

¹⁰ *Ibid.*, p. 191-194.

categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: advanced how the description and themes were represented in the qualitative narrative. This might be discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.

Step 6: made interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

These steps actually supported by Kracauer in Denzin who depicted that the main task of a researcher is to discover hidden meaning beyond text as a unity totally.¹¹

¹¹ Norman K. Denzin and Yvonna S. Lincoln, *A Handbook of Qualitative Research*, translated by Dariyatno and friends, (Yogyakarta: Pustaka Pelajar, 2009), p. 499.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented the setting of the research, action, the finding of the actions and the discussion.

A. Research Setting

The place of the research was at SMK N 1 Padangsidempuan. It is located in JL. St.Soripada Mulia no.25. It is an international standard school with 35 classes. There are four departments, namely Accounting, Teknik Komputer dan Jaringan, Secretary, and Business. Each class consists of about 35 students. There are two language laboratories. There are 93 teachers and staff in this school. There are seven English teachers in this school.

The English subject had two periods in a week for five hours of lesson. The subjects of this research were the eleventh grade students of SMK Negeri 1 Padangsidempuan. The research subjects were the students of class XI Administrasi Perkantoran 1. It consisted of 35 students. There were 32 female and 3 male. This class was chosen because the writer found the problems of speaking in this class. In doing the research, for the first cycle the students did not enthusiastic in teaching learning program because of new technique which brought confusion and complicated. For the second cycle, after redesigning a simulated environment based on their request, the students became active and interested in learning activity.

B. Action

Researcher divided research action into two cycles. Each cycle consisted of four stages; namely plan, action, observation and reflection. Researcher here described the research steps in cycle and findings. Before doing the cycles, researcher gave pretest to the students to know their speaking skill.

Cycle 1

The first cycle was conducted for three meetings. Two meetings were done for seventy minutes and one meeting for 105 minutes. Researcher observed all the activities in the classroom based on the observation, some students seemed to be interested in teachers' teaching technique. It could be seen by their enthusiasm interacting within simulation. However, some students were still uninterested yet. It was caused by students' difficulty in producing and building up sentences in English and lack of vocabulary. Moreover, students were usual to use their mother tongue and using hand dominantly. So, researcher planned the activities for the first cycle as below.

1. Planning

In this stage, researcher planned and designed activities for simulating the Civil Registry Office to be used to solve the students' problem in speaking. Researcher's planning was in the following.

- a. Making lesson plan
- b. Preparing all materials and instrument that were used in the activity of this cycle

- c. Preparing rubric scale for testing
- d. Preparing observation sheet for observers and notes for teacher
- e. Designing procedure of the teaching
- f. Arranging structure of simulation that was done.

2. Acting

The first cycle was done in three meeting. Two meetings were for briefing and one meeting for execution of the simulation and debriefing. Researcher in developing simulation technique in the class type socio drama needed extra time to prepare students about the activity. As a result, the testing only was done in the execution of simulation in the end of the cycle.

The first meeting was done for understanding students about research importance and introducing the teaching technique.

- a. There teacher began the class by opening and continuously introducing the planned simulation was The Civil Registry Office.
- b. Teacher explained the purpose of the simulation was to improve their speaking skill.
- c. Teacher clarified the simulation characteristics in order to be followed when execution.
- d. Teacher divided students into two performers
- e. Teacher introduced the instruments and material

The second meeting was done for clarification of the confusion about the roles.

- a. Teacher began the class by asking their condition, socializing with students and arranging students' classroom.
- b. Teacher gave the students' own roles as officers and visitors to be taken in simulation at the office.
- c. After finishing take a role, teacher drawn seat formation on the whiteboard to be formed in the classroom.

The third meeting was the execution of the simulation and debriefing stage of simulation.

- a. Teacher asked to make a simulated formation. There were used eight tables which placed the eight Padangsidimpuan sub districts; North, East, South-East, Batunadua, Angkola Julu, South, West, Hutaimbaru. Then, after having office arrangement students wanted to execute the simulation.
- b. Teacher asked the first performers to come in front and took position as given.
- c. Teacher commanded to start, so students executed simulation briefly.
- d. Teacher observed the activities.
- e. Teacher managed noisy students while simulation was running
- f. Teacher asked what they felt within execution.
- g. Then teacher asked for their difficulty when execution working.
- h. Teacher then discussed about their problem in simulation.
- i. Then teacher used the latest time to motivate them

3. Observing

Observation was done during the execution of the simulation. Teacher used field notes and observers used indicator checklist to observe the teaching technique. Based on observation in indicator list of teacher procedures, teacher explained the targeted language context, explained the intended text criteria to be produced and gave props and documents, tasked students to prepare performance, and tasked students to execute performance in the class and evaluated directly. However, the arranged formation was too narrow each other for interacting.

For students' aspect, their speaking skill were found having problems as their prior problems in pronunciation, building sentences, using hand to minimize speaking, using only limited phrases, halting speaking because of searching adequate words, low speed of speaking, smooth voice, and having difficulty to utter words even it was a familiar word. This occurred by students' newest technique to be used in the classroom which they were in the first time to have direct practice of English.

4. Reflecting

Because of there was still problem in speaking, teacher concluded to improve it in the next cycle. Researcher with co-teachers concluded that the second cycle had to re-plan the gotten problems in the first cycle.

In the next learning, it was needed to overcome motivation of students to have pre-conversation using, minimize batakness using. Re planning of the simulation in the first cycle which resolved in the second simulation clearly is figured in the following table.

Table 1. The first cycle problems and resolution

Problems in the first cycle	Its Solution
1. Narrowness of students' seat formation	1. Teacher arranges seat formation appropriately
2. Interacting by using simple utterances to be more understandable	2. Teacher understands them that they have their own time in simulation.
3. Batakness use and hand help dominance.	3. Teacher motivates them to use suitable word longer by using some conjunction or clauses.
4. Word searching difficultives	4. Teacher clarifies obligatively having batakness reflected their bad attitude. Using hand while speaking is admitted but not to be function as sign language.
5. Pronunciation of difficult word	5. Teacher motivates students to use optimally the instrument to help vocabulary enrichment including how to pronounce the word.

Cycle 2

The second cycle was conducted in four meetings. Two meetings were for briefing, one meeting for execution and another meeting for debriefing. Researcher observed all the activities in the classroom based on the observation, some students seemed to be interested in teachers' teaching technique and they were curious about simulation. Because the simulation was more complicated than the first cycle simulation, it did not let them down. Indeed, it was really based on their own section needed.

Students' speaking skill was indicated improving for some. Even there had been found some difficulties; teacher had handled it by arranging the activities appropriately. As a result, students' problems were decreased. Researcher planned the activities for the second cycle as below.

1. Planning

In this stage, researcher planned and designed activities for simulating the Hotel Administration to be used to solve the students' problem in speaking. Researcher's planning was in the following.

- a. Making lesson plan
- b. Preparing all materials and instrument that were used in the activity of this cycle
- c. Preparing rubric scale for testing
- d. Preparing observation sheet for observers and notes for teacher
- e. Designing procedure of the teaching
- f. Arranging simulation design based on students' agreement and interesting
- g. Arranging matched partner to be able to help each other in interaction
- h. Giving students' function before the day of simulation execution
- i. Motivating students to have speaking free in briefing
- j. Setting seat formation widely

2. Acting

The second cycle was done in four meetings. Two meetings were for briefing, one meeting for execution of the simulation and another meeting for debriefing.

Researcher in developing simulation technique in the class type socio drama needed extra time to prepare students about the activity. As a result, the testing only was done in the execution of simulation in the end of the cycle.

The first meeting was done for understanding students about research importance and introducing the teaching technique.

- a. There teacher began the class by opening and continuously introducing the planned simulation was the Hotel Administration
- b. Teacher gave them material about the roles in the simulation
- c. Teacher clarified the roles one by one according to its function
- d. Teacher asked them to prepare themselves at home
- e. Teacher advised students to be interactive

The second meeting then was done to clarify what had been studied at home about the given roles and to ensure students' own roles

- a. Teacher asked and discussed with students about their study on the simulated roles
- b. Teacher divided students into two performers
- c. Teacher gave students their own role
- d. Teacher introduced the instruments and material
- e. Teacher drew the seat formation to be shaped when execution

The third meeting was done for execution.

- a. Teacher began the class by asking students' condition, socializing with them and motivating them.

- b. Teacher asked to make a simulated formation.
- c. Teacher asked the first performers to come in front and took position as given.
- d. Teacher commanded to start, so students executed simulation briefly.
- e. Teacher observed the activities.
- f. Teacher managed noisy students while simulation was running soon as possible to avoid sound disturbance
- g. Teacher moved around them one by one for helping when students needed
- h. After finishing for the first performers, teacher asked the second performers and did as the first performance
- i. Teacher ended the classroom

The forth meeting was done for debriefing of the Hotel Administration simulation.

- a. Teacher asked what they felt within execution.
- b. Then teacher asked for their relieves when doing simulation
- c. Teacher then discussed the language false together
- d. Then teacher used the latest time to motivate them
- e. Teacher closed the simulation

3. Observing

Observation was done during the execution of the simulation. Teacher used field notes and observers used indicator checklist to observe the teaching technique. Based on observation in indicator list of teacher procedures, teacher explained the targeted language context, explained the intended text criteria to be produced and gave props

and documents, tasked students to prepare performance, and tasked students to execute performance in the class and evaluated directly. Teacher aspect had depicted well done during the teaching.

For students' aspect, their speaking skills were found having relaxed and a creatively built conversation based on their good improvisation to have utterances. Manager and secretary functions were also independently had interaction professionally. It was indicated by having a formal language in meeting. Making a phone calls were appropriately simple done as it was a true phone. Fluencies of students had also improved by having real instrument. At the same time, it had expanded students' vocabularies. Significantly, students' contents in speaking were found appropriate to the Hotel Administration. Generally, improvement of students' speaking skill had been found in all criteria of assessment.

4. Reflecting

Based on the observation sheet, the teacher ability in taught speaking by using simulation was done well. The teacher was able to keep the successful action in the cycle 1 to the cycle 2.

The students were more active in the group setting, they did the task cooperatively. Having checked the students speaking test, researcher found that the students' scores shown improvement. Based on field notes, the teacher ability in taught speaking by using simulation was done well. The teacher enhanced the teaching quality in this cycle. Teacher had controlled additional problems; students'

noisy, students' condition that were occurred while simulation. As a result, the activities in the second cycle had improved students' speaking.

Test score had shown the students' speaking score in each cycle. Based on the result, there had been found improvement on students' speaking skill in the first cycle to the second cycle. By using simulation, students' speaking skill improved.

C. Findings of the Action

Based on test' and observation of field notes' findings on students' speaking skill in the first cycle generally it had been pointed out that appropriatenesses of students' speaking skill got 61%. Most of students signed of developing attempts at responses to role and setting. Responding can be seen by their hands' help (body language) to get their speaking flow appropriately. Emotion and attitude to imitate the official culture as the real life have created students understanding in the interaction. Further, students felt the given environment had been responded by understanding it particularly by social culture in real life.

Adequacies of vocabulary for purpose of students' speaking skill were 57%. It was observed by their limited vocabulary. They used the necessary words to express simple elementary needs. The most lexical words were uttered in which students built adequate phrases. There had been found students' difficulty in searching adequate words even some of them confessed simulated prompts and document helped.

Grammatical accuracies of students' speaking skill were 39%. It was observed by most of students were unable to function in the spoken language; almost grammatical

patterns inaccurate except some logical words formed by phrases. However, conversation which was built between peer become understandable among them. Further students were difficult to build sentences because of pattern confusion and tenses rules.

Intelligibilities of students' speaking skill were 57%. It was observed by rhythm, intonation and pronunciation required concentrated listening but only occasional misunderstanding was caused or repetition required. Students' sounds are very audible which helped their receiver understand carefully. Even students' produced pronunciations were understood by listening concentrated, some of students said pronunciation problems were derived by un-frequent of repetition.

Fluencies of students' speaking skill were 43%. Utterances generally were hesitant and often incomplete. Most of students had disjointed sentences and restricted in length, slower caused by word searching. Halting and fragmentary were frequently occurred while producing some difficult words to pronunciation. The students presumed it happened caused by avoiding wrong pattern of the sentences produced. Some students felt something blocked their mouth as a result heavily to speak.

Relevancies and adequacies of content of students' speaking skill were 64%. It was found most of students responded for the most part relevant to the task set, though there might be some gaps or redundancy. Over all, students used adequate sentences to the task. Students argued their produced speaking had switched and possibly understood by teacher's explanation about the function to be simulated.

On the other hand, considering students' scores teacher conducted another simulation to find the improvement. Based on test and observation of field notes findings on students' speaking skill in the second cycle generally it had been pointed out the students' scores were highly increased as in the following.

Appropriate nesses of students' speaking skill were observed 85%. This had been attempted by motivated students moreover to have understanding with the social attitude in the simulated environment. Based on students' view, the given task had brought them to the real situation even it was only simulated environment. As a result, their speaking almost was not misconnected to the given social behavior of real life such formal language use and politeness.

Adequacies of vocabulary for purpose of students' speaking skill were found highly increased to become 81%. It had been searched that this improvement originated from their prior knowledge as Department of Secretary who well prepared to face such simulated situation. Based on students' view, the used instrument also helped those expanded adequate words. As a result, their speaking skill produced adequate vocabulary of the used word for the task.

Grammatical accuracies of students' speaking skill were also improved in the 61%. This improvement was teacher's controls while students executed the simulation. Mistakes were changed soon in the time of speaking. Eventually it was hard; the improvement in the second cycle was really countable. Students regarded building sentence had the-unsolved of their speaking problem. However, teacher's

help while moving around had decreased difficulty to construct utterances grammatically for several serious inaccuracies.

Intelligibilities of students' speaking skill were 81%. The students' speaking skills were identified by clear articulation even the local accent might occur frequently while using the difficult word to pronounce. However the improvement was so proud able. Based on students' view, they had helped to pronunciation some un-usual words while teacher moving around. As a result, articulations were reasonably comprehensive by local accent.

Fluencies of students' speaking skill were 63%. It was interesting to find out that the improvement originated from peer help and necessary instrument. Cooperation which was built in the second simulation had been more applicable than before. Students' fluency becomes coherence, understandable speed, and mostly using fillers in their speech. Even there had been found hesitance to produce sound, students thought that the instrument in simulated room offered direct pointed toward the intended object. As a result, students speaking were directed to success in their age level.

Relevancies and adequacies of content of students' speaking skill were really improved which shown 89%. Their speaking was interestingly relevant and mostly adequate to the task set. Teacher pointed out it was proven by their taking a part in planning and designing the lesson mutually with teacher. They knew what they needed and what to express thing as their idea in the real-life environment which derived in the simulation. Based on students perception further, they had speaking

enjoyable to be practiced in which elements of the frame work simulated environment had been well-known primarily. As a result, the speaking skill had reached to the better one in the case of speaking contents.

The percentage of students' speaking skill in each criteria based on their gotten score is shown in the following table.

Tabel 2. Students' Speaking skill

No.	Criteria	Cycle 1		Cycle 2	
		score	%	score	%
1.	Appropriateness	83	61	119	85
2.	Adequacy of vocabulary for purpose	78	57	114	81
3.	Grammatical Accuracy	53	39	86	61
4.	Intelligibility	78	57	114	81
5.	Fluency	58	43	88	63
6.	Relevance and adequacy of content	87	64	123	89

Students' speaking skill in the appropriateness shows 24% improvement, adequacy of vocabulary for purpose 24%, grammatical accuracy 22%, intelligibility 24%, fluency 20% and finally relevance and adequacy of content 25%. It can be figured out that the highest improvement goes to the students' relevance and adequacy of content and the least improvement comes from the students' fluency. Whether it is low, it has been found students' improvement than previous skill in speaking.

In addition, improvement of students' mean score is also figured out in the following table.

Table 3. Students' mean score in all cycles

Cycle	Total score	Mean score	Ideal mean score	%
1	438	13	24	54.2
Students' size	34			
2	614	18	24	75
Students' size	35			

**one student absence in the first meeting*

The first cycle shown, after conducting simulation students' speaking skill improved becoming 54.2%. It had been found that interactive speaking in simulation had created students' adequate response to the task and confidently expressed ideas based on their background knowledge of the simulated environment even there were any difficulties occurred. Continuously, to get evidential of the simulation to improve speaking skill, researcher designed another simulation based on the students' agreement to execute. There had been found students' speaking skill improved higher than before to become 75%. There had 20.8% improvement for mean score of students' speaking skill. Thus, researcher depicted that simulation had improved students' speaking skill.

D. Discussion of the Research Findings

The research findings had shown students' speaking skill well improved. It can be proven by students' mean score percentage increased from 54.2% to 75%. Further, in each criterion, students' speaking skill also indicated the improvement.

Based on result, it had been found the improvement of students' speaking skill that is significant and evidential. The highest improvement is found in the case of students' relevance and adequacy of content of students' speaking skill in which students improved 25%. Students had been found using adequate response to the task set. It reflects their own total speech content to respond any utterances while interacting in one of real-life experience.

The second range of the improvement percentage had found in the case of adequacy of vocabulary for purpose in which there had been 24%. This had been observed and had been found that the used tools, and simulated instruments had enriched students' vocabulary. Students expanded utterances with their helps.

The improvement percentage had also dealt with students' appropriateness in which had been improved by 24%. This had been found that students' interaction had almost no error of social understanding. The simulated environment was built with high understanding of function and attitude.

The next improvement which shows 24% too is the intelligibilities of students' speaking skill. It is found that the interaction of students face to face with each role had made students being confidence to say utterances. This improvement approved interactional behavior.

Grammatical accuracy also had been found in the 22% improvement. Students' grammatical accuracy had shown their skill using English sentence in the way of structures and patterns. Students were able to have longer utterances even in slow

speed. The important thing that must be sounded is their actual improvement to have speech coherence.

The lowest improvement is found in the fluencies of students' speaking skill. Nonetheless, becoming improved better than before needs students' effort before and while simulation. Fluency improved 20% which had dealt with students' hesitance to use utterances even they had good devices to make conjunctions as fillers, thus utterances become longer.

Those improvement had been directed to the students' proficiency which characterized by ability to communicate minimally with learned material. The improvement also had reached the goal of teacher in teaching speaking; communicative efficiency. Students were able to understand themselves, to try avoiding confusion of grammar and pronunciation faulty and to observe the social rules in the given activity.

E. Limitation of the Research

This research used human instrument in the English learning. Observation of researcher and students' speaking skill were done by researcher herself and two co-teachers. While speaking skill was taken by oral presentation with any subjective in assessment. Entire classroom was observed holistically including the teaching procedures. The monitored activities of students in the classroom are presented as the real situation at the research time.

Students' invisible extrinsic motivation inside the classroom and prior knowledge of students were not controlled sort of self preparation, self learning at home, discussion outside of the classroom, school graduation and their own passion in English. It may caused by students' living diversities. Hopefully, by this restrictiveness researcher expected other researcher to continue the invention expansively hence forward.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the classroom action research, it is concluded the simulation technique improved students' speaking skill at grade XI SMK N 1 Padangsidempuan with 20.8%. It based on the mean score in which students' speaking skill in cycle 1 was 54.2% and became 75% in cycle 2.

Improvement of students' speaking skill in the criteria is significantly countable. In cycle 1, appropriateness is 61%, adequacy of vocabulary for purpose is 57%, grammatical accuracy is 39%, intelligibility is 57%, fluency is 43%, and relevance and adequacy of content is 64%. In cycle 2, appropriateness is 85%, adequacy of vocabulary for purpose is 81%, grammatical accuracy is 61%, intelligibility is 81%, fluency is 63%, and relevance and adequacy of content is 89%.

B. Suggestions

Had been proven simulation technique in English learning improved students' speaking skill, and implication of the result goes to English teachers of high school. It is expected that simulation can be done continuously in English learning. By simulation, experience outside of classroom can be adopted then students will flow with it that sounds as a contextual learning. Simulation with all its structures creates students' confidence to speak fluently and appropriately understanding and being relevance with social environment.

Based on research findings, the following suggestions are directed to teacher, students, and other researcher.

1. For teacher, it is useful to use simulation in English learning. Because language not only needs learning structures or patterns but also needs use for communication. Simulation technique offers way to get a real learning of English language.
2. For students, it is expected to be more interactive in the learning especially in speaking. Activity in English learning by using simulation provides free time to waste. Forward, communicative efficiency can be achieved.
3. For other researcher, it is needed to expand the findings for literature thesaurus. Getting information much more than this result will give comprehension about the English teaching. So, with all the research limitation, it must be omitted in the other related research.

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CURRICULUM VITAE

Student

Name : Ida Royani Hsb
Reg.No : 08 340 0017
Home/ Birth : Pudun Jae/ November 21, 1990
Address : Jln. By Pass, Pudun Jae
Padangsidimpuan Batunadua, Padangsidimpuan

Parents

Father : H. Mara Togu Hasibuan
Mother : Hj. Nurhalimah Siregar

Education

Playground/ Kindergarten : TK Al-quran Al Khalili, Ujunggurap, (1995)
Elementary School : SDN 148357/ 200311 Pudun Jae, (1996)
Junior High School : SMPN 5 Padangsidimpuan, (2002)
Senior High School : MAN 2 Model Padangsidimpuan, (2005)
College : STAIN Padangsidimpuan, (2008)

Appendix 1

Students' speaking skill score in the first meeting*

No.	Name	Speaking score						Total
		1	2	3	4	5	6	
1	AC	1	2	2	2	2	2	11
2	AD	2	2	1	2	1	2	10
3	DR	1	2	1	2	1	1	8
4	DH	1	1	1	1	1	1	6
5	DS	1	1	1	1	1	2	7
6	DV	1	1	1	1	1	2	7
7	DA	2	2	1	2	1	2	10
8	EF	1	1	1	1	1	2	7
9	EN	1	1	1	1	1	2	7
10	FD	1	1	1	1	1	1	6
11	FT	3	2	2	2	2	3	14
12	HT	1	1	1	2	1	2	8
13	HR	1	2	1	1	1	1	7
14	HM	1	1	1	1	1	1	6
15	JN	1	1	1	1	1	1	6
16	JR	2	1	1	2	2	2	12
17	KH	2	2	2	2	2	2	12
18	LN	1	1	1	1	1	1	6
19	LS	1	1	1	1	1	1	6
20	MS	1	1	1	1	1	1	6
21	ML	1	1	1	1	1	1	6
22	NC	1	1	1	1	1	2	7
23	NR	1	1	2	1	1	1	7
24	RM	2	2	2	1	1	2	10
25	RH	2	1	1	1	1	1	7
26	RY	1	1	1	1	1	2	7
27	SD	1	1	1	1	1	1	6
28	ST	2	1	1	1	1	2	8
29	SR	2	1	1	1	1	2	8
30	TI	2	3	1	3	2	2	13
31	UF	1	1	1	2	1	1	7
32	WW	1	1	1	1	1	1	6
33	YN	1	1	2	1	1	1	7
34	YL	2	2	1	2	1	2	10
35	YU	1	1	1	2	1	2	8
Total		47	44	41	48	40	55	279
		Mean score						7.97

*Approved by: Co-teachers

Appendix 2

Students' instrument in the first simulation

1st performance

Visitors 10:

1. You need to create your own birth certificate.

- | | |
|---------------------------------|--------------------|
| 1. North Padangsidempuan | (Fadilla Ramadani) |
| 2. South Padangsidempuan | (Enni Memfera) |
| 3. Hutaimbaru Padangsidempuan | (Deritani Harepa) |
| 4. East Padangsisimpuan | (Ade Citra T) |
| 5. Angkola Julu Padangsidempuan | (Devi Yusri) |
| 6. South-east Padangsisimpuan | (Desi Arisandi) |
| 7. Batunadua Padangsidempuan | (Desharli) |
| 8. Hutaimbaru Padangsidempuan | (Efnida Hariyani) |
| 9. West Padangsidempuan | (Ade Irma) |
| 10. East Padangsisimpuan | (Dissa Putrivera) |

2nd performance

Visitors 9:

Names:

- | | |
|---------------------------------|--------------------|
| 1. South-east Padangsidempuan | (Nirwana Lestari) |
| 2. Angkola Julu Padangsidempuan | (Rahmadani) |
| 3. South Padangsidempuan | (Saidah Pulungan) |
| 4. East Padangsisimpuan | (Lisa Anggiliansi) |
| 5. East Padangsidempuan | (Rahmi Hsb) |
| 6. West Padangsidempuan | (Masriana) |
| 7. Hutaimbaru Padangsidempuan | (Meli Antika) |
| 8. Batunadua Padangsidempuan | (Nicky Axness) |
| 9. Hutaimbaru Padangsidempuan | (Rahma Yunita) |

Officers 8:

1. You have to service your visitors who come to you for certain purpose.

- | | |
|---------------------------------|--------------------|
| 1. North Padangsidempuan | (Jenni Delilah) |
| 2. South Padangsidempuan | (Helti Nainggolan) |
| 3. Hutaimbaru Padangsidempuan | (Hera Panna) |
| 4. East Padangsidempuan | (Fatmawati Lubis) |
| 5. Angkola Julu Padangsisimpuan | (Hermanto) |
| 6. South-east Padangsidempuan | (Lenni Handayani) |
| 7. Batunadua Padangsidempuan | (Khalida Zia) |
| 8. Hutaimbaru Padangsidempuan | (Hera Panna) |
| 9. West Padangsisimpuan | (Juria Sari) |
| 10. East Padangsidempuan | (Fatmawati Lubis) |

Officers 7:

Names:

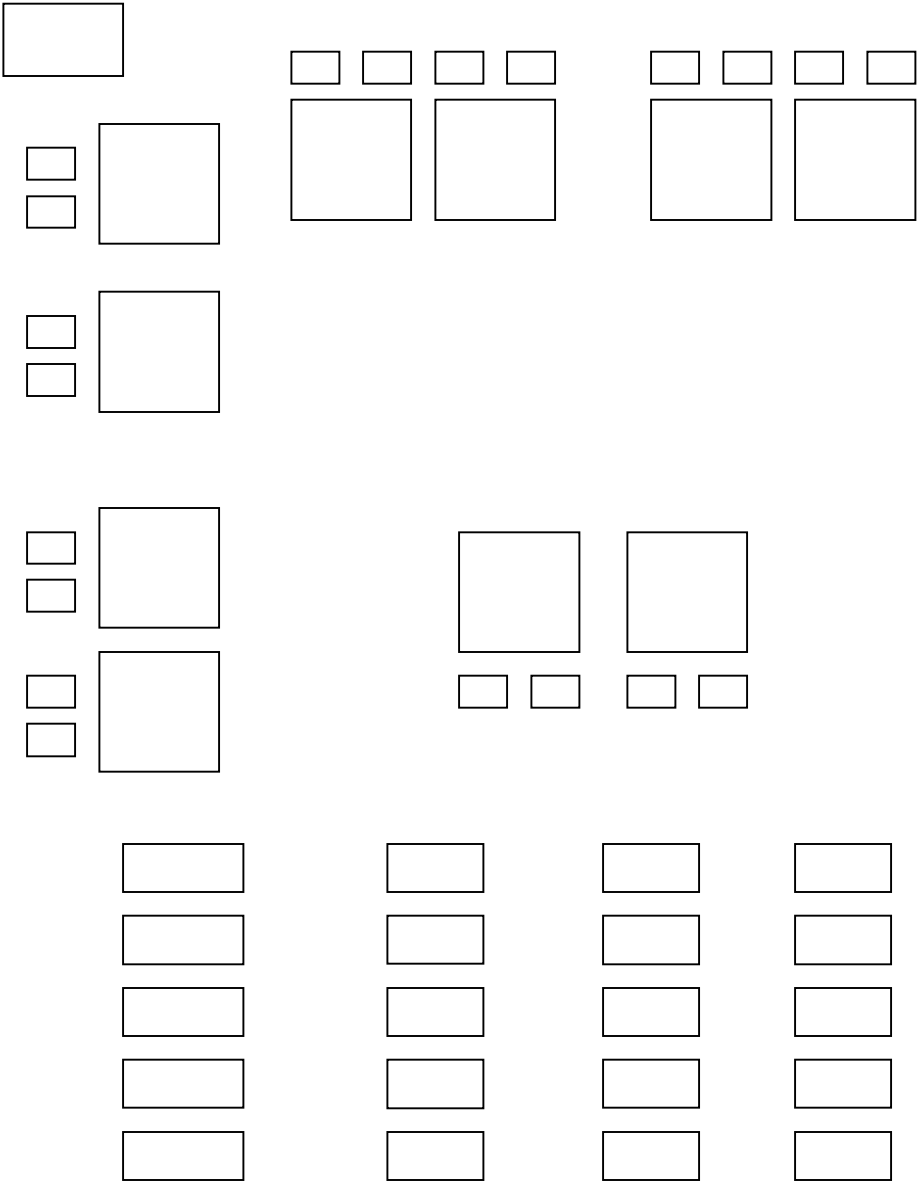
- | | |
|---------------------------------|-----------------------------|
| 1. South-east Padangsidempuan | (Yuliani Tanjung) |
| 2. Angkola Julu Padangsidempuan | (Ulfah Faizul) |
| 3. South Padangsidempuan | (Sri Devi) |
| 4. East Padangsidempuan | (Siti Anni) |
| 5. North Padangsidempuan | (Wiwin Utari) researcher |
| 6. West Padangsidempuan | (Yenni Herawati) |
| 7. Hutaimbaru Padangsidempuan | (Tia Merilda) |
| 8. Batunadua Padangsidempuan | (Yuli Wulandari) researcher |
| 9. Hutaimbaru Padangsidempuan | (Tia Merilda) |

Appendix 3

Classroom arrangement in the first simulation

Door

WHITE BOARD



STUDENTS' REAR SEAT

Appendix 4

Students' Speaking Skill Scores in cycle 1*

No.	Name	Speaking score						Total
		1	2	3	4	5	6	
1	AC	3	3	3	3	3	3	18
2	AD	3	3	2	3	2	3	16
3	DR	2	3	2	3	2	2	14
4	DH	2	2	2	2	2	2	12
5	DS	2	2	1	2	2	3	12
6	DV	3	2	1	2	2	3	13
7	DA	3	3	2	3	2	3	16
8	EF	2	2	1	2	1	3	11
9	EN	2	2	1	2	1	3	11
10	FD	2	1	1	2	2	2	10
11	FT	4	4	3	3	3	4	21
12	HT	2	1	1	3	1	3	11
13	HR	2	2	1	1	1	2	9
14	HM	2	2	1	1	1	2	9
15	JN	2	2	1	2	1	2	10
16	JR	3	3	2	3	3	3	17
17	KH	3	3	3	3	3	3	18
18	LN	2	2	1	2	1	2	10
19	LS	2	2	2	2	1	2	11
20	MS	2	2	1	2	2	2	11
21	ML	2	2	1	2	1	2	10
22	NC	0	0	0	0	0	0	0 *
23	NR	2	2	2	2	1	2	11
24	RM	3	2	2	2	2	3	14
25	RH	3	3	1	2	1	2	12
26	RY	2	2	1	2	2	3	12
27	SD	2	2	2	2	1	2	11
28	ST	3	2	2	2	2	3	14
29	SR	3	2	2	2	1	3	13
30	TI	4	4	1	4	3	3	19
31	UF	2	2	1	3	2	2	12
32	WW	2	2	1	2	1	2	10
33	YN	2	2	2	2	2	2	12
34	YL	3	3	2	3	2	3	16
35	YU	2	2	1	3	1	3	12
Total		83	78	53	78	58	87	438
		Mean score						13

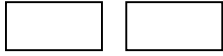
*NC was absence (Approved by Co-teachers)

Appendix 5

Classroom design of the second simulation

Teacher table

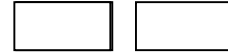
Receptionist 1



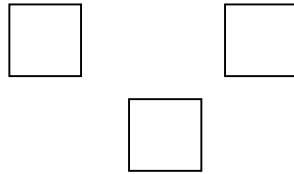
Visitors
Check in and out

door

receptionist 2

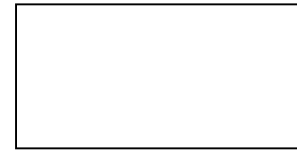
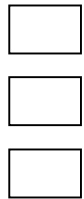


investor
post man



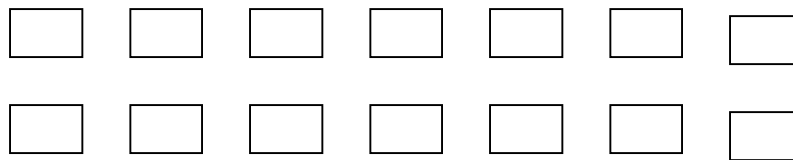
meeting room

manager
secretary
investor



Hotel room
Visitor orderer
Delivery

restaurant
restaurant man
delivery



Students' remained seat

Appendix 6

Students' instrument in the second simulation

SIMULATION DESIGN FOR XI ADM 1

Function of the role

1. **Receptionist 1:** receiving guest for checking in and checking out of hotel
2. **Receptionist 2:** receiving manager guest and post man
3. **Secretary:** discussing with manager, investor in the meeting room for high profit project
4. **Manager:** meeting with investor and secretary.
Deciding the meeting by cooperating or not
5. **Investor:** meeting with manager and secretary by persuading manager to cooperate.
6. **Post man:** delivering a letter for manager from industrial minister
7. **Visitor check in:** need to stay overnight alone, with family, a week stayed, two days stayed, etc (optional)
8. **Visitor check out:** need to go home
9. **Visitor orderer:** order a meal in restaurant via telephone
10. **Restaurant man:** receiving the telephone and asking for delivery
11. **Restaurant delivery:** deliver the order to the visitor

Instrument:

Credit card, keys, luggage (imitated by students' bag), filing book, phone (hand phone), imitated snack, mail, envelop, and other used thing.

First performers: 17 students

1. Receptionist 1 : lisa
2. Receptionist 2 : yuli wulandari
3. Secretary : ade citra
4. Manager: deritani
5. Investor (manager guest) : devi
6. Post man : hermanto
7. Visitor check in : helti, desherli, desi
8. Visitor check out : rahmadani, sri, saidah, ade
9. Visitor order in restaurant via telephone : efnida, hera
10. Restorant man : masriana
11. Restaurant delivery : rahmi yunita

Second Performers: 18 students

- Receptionist 1 : khalida
Receptionist 2 : tia
Secretary: lenni
Manager : dissa
Investor (manager guest): juria
Post man : nicky
V.check in : fadilah, meli, jenni, fatma
V. check out : rahmi hsb, wiwin, ulfah, yenni
V. in restaurant: siti, enni
Restorant man : yuliana
Restaurant delivery : nirwana

Appendix 7

Students' speaking skill scores in cycle 2*

No.	Name	Speaking score						Total
		1	2	3	4	5	6	
1	AC	4	4	3	4	3	4	22
2	AD	4	4	3	3	3	4	21
3	DR	4	4	3	4	3	3	21
4	DH	4	3	2	3	2	3	17
5	DS	3	3	2	3	3	3	17
6	DV	4	3	2	3	2	4	18
7	DA	4	3	3	4	3	4	21
8	EF	3	3	2	3	2	4	17
9	EN	4	3	2	3	2	4	18
10	FD	3	3	3	3	2	3	17
11	FT	4	4	4	4	4	4	24
12	HT	3	3	2	4	2	3	17
13	HR	3	3	2	3	2	3	16
14	HM	3	3	2	3	2	2	15
15	JN	3	3	2	3	2	3	16
16	JR	4	4	3	4	3	4	22
17	KH	4	4	3	4	3	4	22
18	LN	3	3	2	4	2	3	17
19	LS	3	3	2	3	3	3	17
20	MS	3	3	3	3	2	3	17
21	ML	3	3	2	3	2	4	17
22	NC	3	3	2	3	3	3	17
23	NR	3	3	2	3	2	3	16
24	RM	4	4	3	3	3	4	21
25	RH	3	3	2	4	2	4	18
26	RY	3	3	2	3	2	4	17
27	SD	3	3	2	4	2	3	17
28	ST	3	3	3	4	3	4	20
29	SR	4	3	3	3	3	4	20
30	TI	4	4	4	4	4	4	24
31	UF	3	3	2	3	2	4	17
32	WW	3	4	2	3	3	3	18
33	YN	3	3	2	4	2	3	17
34	YL	4	3	3	4	3	4	21
35	YU	3	3	2	3	2	4	17
Total		119	114	86	119	88	123	614
		Mean score						17.5

*Approved by: Co-teachers

Appendix 8

Indicator list of teacher classroom procedures first simulation*

Physic appearance and written	Checklist	
	Yes	No
dressing cleanly and neatly	V	
standing and writing face to students	V	
energetic and enthusiasm	V	
writing and explaining integrate	V	
writing is nice and readable	V	
having certain sequence system	V	
Procedure		
explaining target language context	V	
explaining the intended text criteria to be produced and giving props and document	V	
tasking students to prepare oral performance draft	V	
tasking students to execute the performance in the class and evaluating directly	V	
Material		
learning objectives are explained	V	
related to students experience	V	
benefit of it to be learned	V	
relevant to objectives and procedure	V	
brief presentation	V	
detail and united explanation	V	
Reinforcement and interaction with students		
individual performance reward	V	
group performance reward	V	
Celebration	V	
stimulating students' responses	V	
stimulating students' questions	V	
responding students' questions	V	
Sound and classroom management		
audible sound	V	
talking intelligibly	V	
rhythm and stress	V	
neatness control	V	
class noise control	V	
class formation arrangement	V	
efficiency time and learning	V	

*Observed by: Co-teachers

Appendix 8

Indicator list of teacher classroom procedures second simulation*

Physic appearance and written	Checklist	
	Yes	No
dressing cleanly and neatly	V	
standing and writing face to students	V	
energetic and enthusiasm	V	
writing and explaining integrate	V	
writing is nice and readable	V	
having certain sequence system	V	
Procedure		
explaining target language context	V	
explaining the intended text criteria to be produced and giving props and document	V	
tasking students to prepare oral performance draft	V	
tasking students to execute the performance in the class and evaluating directly	V	
Material		
learning objectives are explained	V	
related to students experience	V	
benefit of it to be learned	V	
relevant to objectives and procedure	V	
brief presentation	V	
detail and united explanation	V	
Reinforcement and interaction with students		
individual performance reward	V	
group performance reward	V	
Celebration	V	
stimulating students' responses	V	
stimulating students' questions	V	
responding students' questions	V	
Sound and classroom management		
audible sound	V	
talking intelligibly	V	
rhythm and stress	V	
neatness control	V	
class noise control	V	
class formation arrangement	V	
efficiency time and learning	V	

*Observed by: Co-teachers

Appendix 9

Lesson Plan in the first simulation

Lesson Plan 1 RENCANA PELAKSANAAN PEMBELAJARAN (R P P)

Institute : SMK NEGERI 1 Padangsidempuan
Subject : English
Class/ Semester : XI Adm.Perkantoran 1/ II
Duration/ meeting : 3 x 40 minutes/ 3 meetings

- I. Standard of Competence : 2. Communicating in English at an elementary level
- II. Basic Competence : SPEAKING
2.5 expressing different kinds of intention
2.6 understanding simple instruction
- III. Indicators : 1. asking and giving questions
2. describing and understanding a process
3. giving instructions and directions
4. giving expression dealing with obligation and necessities
- IV. Learning Objectives : After learning, students are able to:
1. ask and give questions correctly
2. describe and understand a process systematically
3. give and asking instructions and directions clearly
4. give expression dealing with obligation and necessities
- V. Material : Interactions in simulated environment: Civil Registry Office (Kantor Pencatatan Sipil)
- VI. Learning Strategy : Simulation

VII. Learning activity.

No.	Teacher's Activities	Students' Activities	Duration
1.	Pre-teaching: - Greeting - Arranging classroom formation - Telling the learning objectives by simulations	- Responding greeting - Preparing learning equipments - Listening to explanation	1' 1' 2'
2.	Whilst Teaching: - Briefing: a. introducing simulation's rules, props and documents b. grouping the classroom into two groups	Students: - Listening to teacher explanation - Making group	1' 2' 5'

<ul style="list-style-type: none"> c. giving explanation comprehensively about the language input 	<ul style="list-style-type: none"> - Listening to the explanation 	1'
<ul style="list-style-type: none"> d. giving the participants' roles based on scenario 	<ul style="list-style-type: none"> - Taking the role 	2'
<ul style="list-style-type: none"> e. tasking the participants to execute simulation. 	<ul style="list-style-type: none"> - Going to simulation 	
<ul style="list-style-type: none"> - Activities: <ul style="list-style-type: none"> a. giving attention to participants' activities b. moving around the classroom c. helping participants who needs help without disturbance d. observing the classroom e. evaluating students speaking skill 	<ul style="list-style-type: none"> Participants: <ul style="list-style-type: none"> - Functioning the given roles by speaking each other Others: <ul style="list-style-type: none"> - Discussing about the given role in the rear seat 	20'
<ul style="list-style-type: none"> - Next Simulation <ul style="list-style-type: none"> a. Asking for next simulation execution b. Asking for performance c. Doing as first performance activities 	<ul style="list-style-type: none"> Next Participants <ul style="list-style-type: none"> - Preparing simulation performance - Functioning the given roles by speaking each other Others: <ul style="list-style-type: none"> - Giving attention to the simulation 	20'
<ul style="list-style-type: none"> - Debriefing: <ul style="list-style-type: none"> a. discussing what happened during the simulation b. explaining and resulting the participants activity c. encouraging participants to be sensitive to the different assumptions, values, goals, and positions that may be taken by different persons actually in 'real-life' d. celebration e. discussing the next simulation design 	<ul style="list-style-type: none"> - Asking participants' problem in simulation each other - Discussing with the rest friends - Listening to explanation - Applauding together - Discussing the next simulation design 	20'
<ul style="list-style-type: none"> 3. Post-teaching: <ul style="list-style-type: none"> - Applying idea of the topic 	<ul style="list-style-type: none"> - understanding idea 	5'

- | | |
|--------------|-----------------------|
| - Conclusion | - giving attention to |
| - Closing | teacher |
| | - closing |

VIII. Learning Source: English in Vocational Context untuk Sekolah Menengah Kejuruan
Level Elementary (Kelas XI), Eri Kurniawan, et al., 2008,
Bandung: Grafindo Media Pratama.
Document, Simulation and gaming books
Others related book. Appendix

XI. Learning Evaluation

1. Technique : individual performance.
2. Form : oral presentation
3. Instrument : used assessment criteria in appendix.

Appendix 10

Lesson Plan of the second simulation

Lesson Plan 2

RENCANA PELAKSANAAN PEMBELAJARAN (R P P)

Institute : SMK NEGERI 1 Padangsidempuan
 Subject : English
 Class/ Semester : XI Adm.Perkantoran 1/ II
 Duration/ meeting : 3 x 40 minutes/ 4 meetings

- I. Standard of Competence : 2. Communicating in English at an elementary level
- II. Basic Competence : SPEAKING
 2.5 expressing different kinds of intention
 2.6 understanding simple instruction
- III. Indicators : 5. asking and giving questions
 6. describing and understanding a process
 7. giving instructions and directions
 8. giving expression dealing with obligation and necessities, good and services
- IV. Learning Objectives : After learning, students are able to:
 5. ask and give questions correctly
 6. describe and understand a process systematically
 7. give and asking instructions and directions clearly
 8. give expression dealing with obligation and necessities, good and services
- V. Material : Interactions in simulated environment: Hotel administration (Administrasi Perhotelan)
- VI. Learning Strategy : Simulation

VII. Learning activity.

No.	Teacher's Activities	Students' Activities	Duration
1.	Pre-teaching:		
	- Greeting	- Responding greeting	1'
	- Arranging and design classroom formation and simulated environment	- Preparing learning equipments	1'
	- Telling the learning objectives by simulations	- Listening to and responding explanation	2'
	- Answering students' question		
2.	Whilst Teaching:		
	- Briefing:	Students:	
	f. introducing simulation's	- Listening to teacher	1'

rules, props and documents	explanation	
g. giving explanation comprehensively about the language input	- Making group	2'
h. giving the participants' roles based on scenario before the day of execution	- Listening to the explanation	5'
i. tasking the participants to have preparation	- Taking the role	1'
	- Going to simulation	2'
- Activities:		
f. giving attention to participants' activities	Participants:	
g. moving around the classroom	- Functioning the given roles by speaking each other	20'
h. helping participants who needs help without disturbance	Others:	
i. observing the classroom	- Giving attention to the simulation	
j. having record	- Watching the simulation	
k. controlling students' sound soon		
l. evaluating students speaking skill	Next Participants	
	- Preparing simulation performance	20'
- Next Simulation		
d. Asking for next simulation execution	- Functioning the given roles by speaking each other	
e. Asking for performance	Others:	
f. Doing as first performance activities	- Giving attention to the simulation	
	- Asking participants' problem in simulation each other	
- Debriefing:		
a. discussing what happened during the simulation	- Discussing with the rest friends	20'
b. explaining and resulting the participants activity	- Listening to explanation	
c. encouraging participants to be sensitive to the different assumptions, values, goals, and positions that may be taken by different persons actually in 'real-life'	- Applauding the successful simulation	
d. celebrating the successful simulation.		

- | | |
|------------------------------|--------------------------|
| 3. Post-teaching: | - giving attention to 5' |
| - Applying idea of the topic | teacher |
| - Conclusion | - closing |
| - Closing | |

VIII. Learning Source: English in Vocational Context untuk Sekolah Menengah Kejuruan Level Elementary (Kelas XI), Eri Kurniawan, et al., 2008, Bandung: Grafindo Media Pratama.
Document, Simulation and gaming books
Others related book, appendix

XI. Learning Evaluation

4. Technique : individual performance.
5. Form : oral presentation
6. Instrument : used assessment criteria in appendix

Appendix 11

Speaking Skill Assessment Criteria*

Criteria	Score
1. Appropriateness	
0 Unable to function in the spoken language	1
1 Able to operate only in a very limited capacity; responses characterized by socio-cultural inappropriateness.	2
2 Signs of developing attempts at response to role, setting, etc. but misunderstandings may occasionally arise through inappropriateness, particularly of socio-cultural convention.	3
3 Almost no errors in the socio-cultural conventions of language; errors not significant enough to be likely to cause socio-cultural misunderstanding.	4
2. Adequacy of Vocabulary for purpose	
0 Vocabulary inadequate even for the most basic part of the intended communication	1
1 Vocabulary limited to that necessary to express simple elementary needs; inadequacy of vocabulary restricts topics of interaction to the most basic; perhaps frequent lexical inaccuracies and/ or excessive repetition.	2
2 Some misunderstandings may arise through lexical inadequacy or inaccuracy; hesitation and circumlocution are frequent, though there are signs of a developing active vocabulary.	3
3 Almost no inadequacies or inaccuracies in vocabulary for the task. Only rare circumlocution.	4
3. Grammatical accuracy	
0 Unable to function in the spoken language; almost all grammatical patterns inaccurate except for few stock phrases	1
1 Syntax is fragmented and there are frequent grammatical inaccuracies; some patterns may be mastered but speech may be characterized by a telegraphic style and/ or confusion of structural elements.	2
2 Some grammatical inaccuracies; developing a control of major patterns, but sometimes unable to sustain coherence in longer utterances.	3
3 Almost no grammatical inaccuracies; occasional imperfect control of a few patterns.	4
4. Intelligibility	
0 Severe and constant rhythm, intonation, and pronunciation problems cause almost complete unintelligibility	1
1 Strong interference from L1 in rhythm, intonation and pronunciation; understanding is difficult, and achieved often only after frequent repetition.	2
2 Rhythm, intonation and pronunciation require concentrated listening, but only occasional misunderstanding is caused or repetition required.	3

3	Articulation is reasonably comprehensive to native speakers; there may be a marked 'foreign accent' but almost no misunderstanding is caused and repetition required only infrequently.	4
5. Fluency		
0	Utterances halting, fragmentary and incoherent	1
1	Utterances hesitant and often incomplete except in a few stock remarks and responses. Sentences are, for the most part, disjointed and restricted in length.	2
2	Signs of developing attempts at using cohesive devices, especially conjunctions. Utterances may still be hesitant, but are gaining in coherence, speed, and length.	3
3	Utterances, whilst occasionally hesitant, are characterized by an evenness and flow hindered, very occasionally, by grouping, rephrasing and circumlocutions. Inter-sentential connectors are used effectively as fillers.	4
6. Relevance and adequacy of content		
0	Response irrelevant to the task set; totally adequate responses.	1
1	Response of limited relevance to the task set; possibly major gaps and/ or pointless repetition.	2
2	Response for the most part relevant to the task set; though there may be some gaps or redundancy.	3
3.	Relevant and adequate response to the task set	4

* Taken from Cyril J. Weir (1990)

Appendix 12

Students' mean score analysis

- The first meeting score:

$$X = \frac{\sum_{i=1}^{35} x}{N} = \frac{279}{35} = 7.97$$

X : mean score

$\sum x$: Students' total score

N : Students size in the first meeting

- The first cycle score:

$$X = \frac{\sum_{i \neq 22}^{35} x}{N} = \frac{438}{34} = 12.88 = 13$$

X : mean score

$\sum x$: Students' total score

N : Students' size in the first simulation (Cycle 1)

- The second cycle score:

$$X = \frac{\sum_{i=1}^{35} x}{N} = \frac{614}{35} = 17.5 = 18$$

X : mean score

$\sum x$: Students' total score

N : Students' size in the second simulation (Cycle 2)

Students' speaking skill percentage in all cycles

Cycle 1:

$$p = \frac{x}{y} \times 100\% = \frac{13}{24} \times 100\% = 54.2\%$$

Cycle 2:

$$p = \frac{x}{y} \times 100\% = \frac{18}{24} \times 100\% = 75\%$$

P: percentage

X: mean score

Y: ideal mean score

Appendix 13

Students' speaking skill score Analysis

– Cycle 1

1. Appropriateness:

$$\frac{\sum_{i=22}^{n=35} x}{y} \times 100\% = \frac{83}{136} \times 100\% = 61\%$$

2. Adequacy of vocabulary for purpose:

$$\frac{\sum_{i=22}^{n=35} x}{y} \times 100\% = \frac{78}{136} \times 100\% = 57\%$$

3. Grammatical accuracy:

$$\frac{\sum_{i=22}^{n=35} x}{y} \times 100\% = \frac{53}{136} \times 100\% = 39\%$$

4. Intelligibility:

$$\frac{\sum_{i=22}^{n=35} x}{y} \times 100\% = \frac{78}{136} \times 100\% = 57\%$$

5. Fluency:

$$\frac{\sum_{i=22}^{n=35} x}{y} \times 100\% = \frac{58}{136} \times 100\% = 43\%$$

6. Relevance and adequacy of content:

$$\frac{\sum_{i=22}^{n=35} x}{y} \times 100\% = \frac{87}{136} \times 100\% = 64\%$$

$\sum x$: Students' total score
y : maximal score
ideal score \times students' size
ideal score: 24
n : students' size

– **Cycle 2**

1. Appropriateness:

$$\frac{\sum_{i=1}^{35} x}{y} \times 100\% = \frac{119}{140} \times 100\% = 85\%$$

2. Adequacy of vocabulary for purpose:

$$\frac{\sum_{i=1}^{35} x}{y} \times 100\% = \frac{114}{140} \times 100\% = 81\%$$

3. Grammatical accuracy:

$$\frac{\sum_{i=1}^{35} x}{y} \times 100\% = \frac{86}{140} \times 100\% = 61\%$$

4. Intelligibility:

$$\frac{\sum_{i=1}^{35} x}{y} \times 100\% = \frac{114}{140} \times 100\% = 81\%$$

5. Fluency:

$$\frac{\sum_{i=1}^{35} x}{y} \times 100\% = \frac{88}{140} \times 100\% = 63\%$$

6. Relevance and adequacy of content:

$$\frac{\sum_{i=1}^{35} x}{y} \times 100\% = \frac{123}{140} \times 100\% = 89\%$$

$\sum x$: Students' total score

y : maximal score

ideal score \times students' size

ideal score: 24

n : students' size



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Padangsidimpuan, 16 Januari 2012

Nomor : Sti.14/I.B4/PP.00.09/50/2012

Lamp. : -

Hal : ***Mohon Bantuan Informasi
Penyelesaian Skripsi.***

Kepada Yth,
Kepala SMK Negeri 1 Padangsidimpuan
di-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa:

Nama : Ida Royani Hasibuan
Nomor Induk mahasiswa : 08 340 0017
Jurusan/prog.Studi : Tarbiyah/ TBI-1
Alamat : Jl. By Pass Desa Pudun Jae Padangsidimpuan

Adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **“Improving Students’ Speaking Skill by Using Simulation Technique at Grade XI SMK N 1 Padangsidimpuan”**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informassi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua
Pembantu Ketua I

Drs.H. Irwan Saleh Dalimunthe, MA
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Tembusan:
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Telp/Fax: 0634-22098

SURAT KETERANGAN
Nomor : 421.5/352/800.2/2012

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan (SMK) Negeri 1 Padangsidimpuan di kecamatan Padangsidimpuan Utara Pemerintah Kota Padangsidimpuan Propinsi Sumatera Utara, menerangkan bahwa:

1. Nama : **IDA ROYANI HASIBUAN**
2. NPM : 08.340 0017
3. Jurusan/Program Studi : Tarbiyah / TBI
4. Alamat : Jl. By Pass Desa Pudun Jae Padangsidimpuan

Benar telah mengadakan riset / pengambilan data skripsi di SMK Negeri 1 Padangsidimpuan mulai tanggal, 19 Januari s/d 14 April 2012 dengan judul skripsi :

“Improving Students’ Speaking Skill by Using Simulation Tecnique at Grade XI SMK N 1 Pdangsidimpuan”

Demikian Surat Keterangan ini dikeluarkan agar dapat dipergunakan seperlunya.

Padangsidimpuan, 17 April 2012
Kepala Sekolah

Drs. AFIFUDDIN LUBIS, MAP
PEMBINA
NIP. 19621227 199203 1 004

CURRICULUM VITAE

Student

Name : Ida Royani Hsb
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Address : Jln. By Pass, Pudun Jae
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Parents

Father : H. Mara Togu Hasibuan
Mother : Hj. Nurhalimah Siregar

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Junior High School : SMPN 5 Padangsidimpuan, (2002)
Senior High School : MAN 2 Model Padangsidimpuan, (2005)
College : STAIN Padangsidimpuan, (2008)



**KEMENTERIAN AGAMA
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Padangsidimpuan, 16 Januari 2012

Nomor :Sti.14/I.B4/PP.00.9/ 50 /2012

Lamp. : -

Hal : ***Mohon Bantuan Informasi
Penyelesaian Skripsi.***

Kepada Yth,
Kepala SMK Negeri 1 Padangsidimpuan
di-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)
Padangsidimpuan menerangkan bahwa :

Nama : Ida Royani Hasibuan
Nomor induk mahasiswa : 08 340 0017
Jurusan/prog.Studi : Tarbiyah/TBI-1
Alamat : Jl. By Pass Desa Pudun Jae Padangsidimpuan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi
dengan Judul **“Improving Students’ Speaking Skill by Using Simulation Technique at
Grade XI SMK N 1 Padangsidimpuan”**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua
Pembantu Ketua I



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PEMERINTAH KOTA PADANGSIDIMPUAN
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Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan (SMK) Negeri 1 Padangsidempuan di kecamatan Padangsidempuan Utara Pemerintah Kota Padangsidempuan Propinsi Sumatera Utara, menerangkan bahwa :

- | | |
|--------------------------|---|
| 1. Nama | : IDA ROYANI HASIBUAN |
| 2. NPM | : 08.340 0017 |
| 3. Jurusan/Program Studi | : Tarbiyah / TBI |
| 4. Alamat | : Jl.By Pass Desa Pudun Jae Padangsidempuan |

Benar telah mengadakan Riset / Pengambilan data Skripsi di SMK Negeri 1 Padangsidempuan mulai tanggal, 19 Januari s/d 14 April 2012 dengan Judul Skripsi :

"Improving Students' Speaking Skill by Using Simulation Tecnique at Grade XI SMK N 1 Padangsidempuan"

Demikian Surat Keterangan ini dikeluarkan agar dapat dipergunakan seperlunya.

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