



**IMPROVING STUDENTS' SELF-CONFIDENCE
IN SPEAKING ABILITY THROUGH SIMULATION TECHNIQUE
AT GRADE X SMA NEGERI 8 PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidempuan as a Partial Fulfilment of the Requirement
for the Degree of Islamic Educational Scholar (S. Pd. I)
in English Program*

BY:

S U L A S T R I
Reg. No. 09.340 0066

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)**

PADANGSIDIMPUAN

2013



**IMPROVING STUDENTS' SELF-CONFIDENCE
IN SPEAKING ABILITY THROUGH SIMULATION TECHNIQUE
AT GRADE X SMA NEGERI 8 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 Education Scholar (S.Pd.I) in English Program*

By:

SULASTRI
Reg.No.09.340.0066



ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN**

2013



**IMPROVING STUDENTS' SELF-CONFIDENCE
IN SPEAKING ABILITY THROUGH SIMULATION TECHNIQUE
AT GRADE X SMA NEGERI 8 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 Education Scholar (S.Pd.I) in English Program*

By:

SULASTRI
Reg.No.09.340.0066

ADVISOR I

Eka Sustris Harida, M.Pd.
NIP. 19750917 200313 2 002

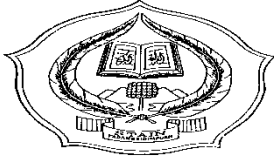
ADVISOR II

Hamka, S.Pd, M.Hum.
NIP. 19840815 2009212 1 005

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN**

2013



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)
PADANGSIDIMPUAN**

Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan

Hal: Skripsi
An. SULASTRI

Padangsidimpuan, 14 Mei 2013
Kepada Yth.
Ketua STAIN Padangsidimpuan
Di _
Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Setelah membaca, menelaah dan memberikan saran-saran perbaikan seperlunya terhadap skripsi an. *Sulastri* yang berjudul "*Improving Students' Self-confidence in Speaking Ability Through Simulation Technique at Grade X SMA Negeri 8 Padangsidimpuan*", maka kami berpendapat bahwa skripsi ini telah dapat diterima untuk melengkapi tugas dan syarat-syarat mrncapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam bidang ilmu Tarbiyah pada jurusan Tadris Bahasa Inggris STAIN Padangsidimpuan.

Seiring dengan hal diatas, maka saudara tersebut sudah dapat menjalani siding munaqosyah untuk mempertanggungjawabkan skripsinya ini.

Demikian kami sampaikan semoga dapat dimaklumi dan atas perhatiannya diucapkan terima kasih.

Pembimbing I

EKA SUSTRI HARIDA, M.Pd.
NIP. 19750917 200313 2 002

Pembimbing II

HAMKA, S.Pd., M. Hum.
NIP. 19840815 2009212 1 005

DECLARATION OF SELF THESIS COMPLETION

I my self:

Name : **SULASTRI**
Reg. No : 09. 340. 0066
Depar/ Study Prog : Tarbiyah/ English Education
Thesis : **Improving Students' Self-Confidence in Speaking Ability Through Simulation Technique at Grade X SMA Negeri 8 Padangsidimpuan.**

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 researcher 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.

Padangsidimpuan, May 14th, 2013

Researcher



SULASTRI
09. 340. 0066



**RELIGION MINISTRY OF
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

**EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION**

Name : SULASTRI
Student's ID : 09. 340. 0066
Thesis : IMPROVING STUDENTS' SELF-CONFIDENCE IN SPEAKING
ABILITY THROUGH SIMULATION TECHNIQUE AT GRADE
X SMA NEGERI 8 PADANGSIDIMPUAN

Chief,

Dr. Erawadi, M.Ag.
NIP. 19720326 199803 1 002

Secretary,

Eka Susti Harida, M.Pd.
NIP. 19750917 200812 2 002

Dr. Erawadi, M.Ag.
NIP. 19720326 199803 1 002

Members,

Eka Susti Harida, M.Pd.
NIP. 19750917 200812 2 002

Yusni Sinaga, S.Pd., M.Hum.
NIP. 19700715200501 2 010

Sojuungan Rambe, S.S., M.Pd.
NIP. 19700815 200604 1 003

Proposed:

Place : Padangsidimpuan
Date : May, 22nd 2013
Time : 09.00 AM until finish
Result/ Mark : 79, 25 / B
Predicate : Cumlaude.



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN**

PENGESAHAN

Judul Skripsi : IMPROVING STUDENTS' SELF-CONFIDENCE IN
SPEAKING ABILITY THROUGH SIMULATION TECHNIQUE
AT GRADE X SMA NEGERI 8 PADANGSIDIMPUAN

Ditulis Oleh : SULASTRI
NIM : 09. 340. 0066

Telah dapat diterima untuk memenuhi salah satu tugas
dan syarat- syarat dalam memperoleh gelar
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, 22 Mei 2013



DR. H. IBRAHIM SIREGAR, MCL.
NIP. 19680704 200003 1 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey my grateful to Allah SWT, the most Creator and Merciful that has given me the health, time and chance for finishing this thesis on titled “Improving Students’ Self-Confidence in Speaking Ability Through Simulation Technique at Grade X SMA Negeri 8 Padangsidempuan”. This thesis is written in order to fulfillment of the requirement for degree of Islamic Education Scholar (S.Pd.I) in English Education Study Program at Tarbiyah Departement of State College for Islamic Studies STAIN Padangsidempuan.

I have received suggestion, guidance, and encouragement from many people during writing this thesis. The researcher was also assisted by some people and institution. Therefore, in this opportunity the researcher would like to express his gratitude to the following people:

1. Special thanks to my parent, my big family, and special thanks to Mr. Ahmatnijar Nasution, M.Ag. and his family for encourages, strength, and lovely advices to carry on and complete the hard work of thesis.
2. Special thanks to Mrs. Eka Sustri Harida, M.Pd. as my advisor I and Mr. Hamka, S.Pd., M.Hum. as advisor II who had guided me with great patience throughout my thesis writing and enlightened me on a new way of looking at language teaching research. I also would like to thank them for offering consultative aids and advices for finishing this thesis as well.

3. Special thanks to the Leader of STAIN Padangsidempuan DR. H. Ibrahim Siregar, M.CL. for his authorization of the thesis, the Deputy Leader I, II and III who gladly provided infrastructures in the case of scholar documents.
4. Special thanks to the Chief of Department, Hj. Zulhingga, S.Ag., M.Pd. for her kindness to support the scholar requirements. Then, special thanks to the Chief English Educational Department, Mrs. Rayendriani Fahmei Lubis, M.Ag., who gladly supported every requirements of thesis finishing.
5. Special thanks to all the lecturers and all the academic cavities of STAIN Padangsidempuan, who had helped me in writing this thesis and also in this studying.
6. Special thanks to the Head Master of SMA Negeri 8 Padangsidempuan Mangsur Nasution, S.Pd. who had allowed me to the research establishment, information giving, and data collection admittance of the thesis. I appreciated much to the co-teacher Mrs. Mami, S.Pd. is the English teacher at the research school to collaborate with me in completing the thesis data collection.
7. Special thanks to my lovely friendship F-Sisters, Nora Wahyuni Siregar, Sapridawati, and Inti Nurhidayati who always give me motivation to be spirit more in learning. Thanks to all of my friends TBI-2, thanks to T-ESC (Tabagsel-English Study Club) especially to Ms. Lili Suryani Batubara, S.Si., M.Hum., Abdi Saleh Dalimunthe, RamadhanSipahutar, Juliana Harahap, Maya Sari Hannum Siregar, thanks to FEC (Fun English Club), and others who always made my life be colorful and helpful each other.

Thank you for all the things done to everyone who gave helps whether mentioned or not to finish the thesis.

This thesis is still so far from being perfect based on weakness of the researcher. Therefore, the researcher expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidempuan, May 22nd, 2013
Researcher

SULASTRI
Reg. No.09.340.0066

Nama : Sulastri
Nim : 09.340.006
Jur/Program : Tarbiyah/TBI-2
Tahun : 2012-2013
Judul : IMPROVING STUDENTS' SELF-CONFIDENCE IN SPEAKING
ABILITY THROUGH SIMULATION TECHNIQUE AT GRADE X
SMA NEGERI 8 PADANGSIDIMPUAN.

ABSTRACT

This study is talking about improving students' self-confidence in speaking ability through simulation technique at SMA Negeri 8 Padangsidempuan. Most of students do not have bravery in speaking ability. Many students feel that speaking is difficult. First, speaking happen in real time. Second, speaking cannot be edited and revised. Furthermore, this is caused students are afraid to do mistakes, feel tremble, tight, and worry in speaking, have high anxiety, do not practice it every day, and do not have self-confidence.

The objective of this research is the improvement students' self-confidence in speaking ability at grade X SMA Negeri 8 Padangsidempuan. To solve the problem the researcher conducted classroom action research, by implementing simulation technique. The researcher applied three test and two cycles in this research. The participant of this research was one class consists of 26 students. The instruments for collecting the data the researcher used spoken test, observation sheet and interview.

Based on the research result, showed the self-confidence mean score of the students. The first test was 5.0%, the first cycle was 6.25%, the second test was 6.57%, the second cycle was 7.84%, and the third test was 8.53%. Therefore, the mean score in the second cycle was higher than the first cycle. the percentages of cycles can be seen that the first cycle was 69.44%, and the second cycle was 87.11%. The data from observation sheet indicated that the students got improvement. It indicated that the application of simulation technique improved students' self-confidence in speaking ability.

Appendix A**Students' Speaking Ability Score in the First Spoken Test***

No	Name	Self-Confidence Score			
		Bravery & Performance	Optimistic	Eye Contact & smiling	Score
1	Abdul Jamal	1	2	1	4
2	Agamuddin	2	2	2	6
3	Apriani	2	2	2	6
4	Danti Riski	3	2	2	7
5	Dedi Yusuf	2	2	2	6
6	Devi Suryani	1	1	1	3
7	Eka Hahadi	1	2	1	4
8	Elisa Yanti	2	2	2	6
9	Ernida Yanti	2	1	2	5
10	Fenny Maya Sari	2	2	2	6
11	Fitri Dayanti	2	2	2	6
12	Halimah Fauziah	1	2	1	4
13	Hengki Arif	2	1	1	4
14	Heriyadi	2	2	2	6
15	Iin Regiani	2	2	1	5
16	Maimunah	1	1	2	4
17	Marliana	2	2	1	5
18	Masdalifa	2	1	2	5
19	Meri Devi	2	2	2	6
20	Ningrum	1	1	1	3
21	Riska Mulyani	2	2	2	6
22	Riski Eriyanto	2	2	1	5
23	Said Ammar	2	1	1	4
24	Sri Wahyuni	1	1	2	4
25	Zanu Azhari	2	1	1	4
26	Riska Yani	2	2	2	6
Score		46	43	41	130
Mean Score		1.76	1.65	1.57	5.0

*Approved by: Co-Teacher

Appendix B

Lesson Plan in Cycle 1

Lesson Plan 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institute : SMA Negeri 8 Padangsidempuan
Subject : Bahasa Inggris
Class/semester : X/II
Meeting : 1 & 2
Duration : 2 x 90 minutes

I. Standard of Competence : 9. Communicative in English at an elementary level

II. Basic Competence : SPEAKING

9.1 Expressing different kinds of intention

9.2 Understanding simple instructions

III. Indicators : 1. asking and giving instructions

2. describing and understanding a process

3. giving instructions and directions

4. giving expression dealing with obligation and necessities

IV. Character values:

honesty, tolerance, respecting of achievement, friendly, communicative

V. Learning Objectives : 1. ask and give question correctly

2. describe and understand a process systematically

3. give and ask instructions and directions clearly

4. give expression dealing with obligation and necessities

VI. Material : Speaking at the Restaurant

VII. Learning Strategy : Simulation Technique

VIII. Learning Activity

No	Teachers' Activity	Students' Activity	Duration
1	Pre-teaching - Greeting - Arranging the classroom formation - Telling the learning objectives by simulation	- Responding the greeting - Preparing learning equipments - Listening to the explanation	1' 1' 2'

2	<p>While-teaching</p> <p>Briefing</p> <p>a. Introducing simulation's rules, props, and documents</p> <p>b. Grouping the classroom into two groups consist of twelve participants</p> <p>c. Giving explanation comprehensively about the language input</p> <p>d. Giving the participants' roles based on scenario</p> <p>e. Tasking the participants to execute simulation</p> <p>Activities</p> <p>a. Giving attention participants' activities</p> <p>b. Moving around the classroom</p> <p>c. Helping participants who need help without disturbance</p> <p>d. Observing the classroom</p> <p>e. Evaluating students' self-confidence and students' speaking ability</p> <p>Next Simulation</p> <p>a. Asking for next simulation execution</p> <p>b. Asking for performance</p> <p>c. Doing as first performance activities</p> <p>Debriefing</p> <p>a. Discussing what happened during the simulation</p> <p>b. Explaining the resulting the participants activity</p> <p>c. Encouraging participants to be sensitive to the different assumption, values, goals, and</p>	<p>Students</p> <p>- Listening to the teacher explanation</p> <p>- Making group</p> <p>- Listening to the explanation</p> <p>- Taking the role</p> <p>- Going to the simulation</p> <p>Participants</p> <p>- Functioning the given roles by speaking each other</p> <p>Others</p> <p>- Discussing about the given rear seat</p> <p>Next participants</p> <p>- Preparing simulation performance</p> <p>- Functioning the given roles by speaking each other</p> <p>Others</p> <p>- Giving attention to the simulation</p> <p>- Asking participants' problem in simulation each other</p> <p>- Discussing with the rest friend</p> <p>- Listening to the explanation</p>	<p>1'</p> <p>2'</p> <p>5'</p> <p>1'</p> <p>2'</p> <p>20'</p> <p>20'</p>
---	---	---	---

	<p>taken positions that may be taken by different persons actually in 'real life'</p> <p>d. Celebration</p> <p>e. Discussing the Next Simulation Design</p>	<p>- Applauding together</p> <p>- Discussing the next simulation design</p>	
3	<p>Post-teaching</p> <p>- Applying idea of the topic</p> <p>- Conclution</p> <p>- Closing</p>	<p>- Understanding idea</p> <p>- Giving attention to teacher closing</p>	5'

IX. Learning Sources : Headlight 1 Penerbit Erlangga, Lks Bahasa Inggris Penerbit Eksis

X. Learning Evaluation

Technique : individual performance

Form : oral presentation

Instrument : rubric of evaluation

Students' Self-Confidence

No	Indicators	Score
1	Braving and Performance	3-1
	- Very good	3
	- Good	2
	- Bad	1
2	Optimistic	3-1
	- Very good	3
	- Good	2
	- Bad	1
3	Eye Contact and Smiling	3-1
	- Very good	3
	- Good	2
	- Bad	1
	Score	9

Padangsidempuan, April 03rd, 2013

The teacher

SULASTRI

NIM. 09.340.0066

Appendix C

Students' Speaking Ability Score in the First Cycle*

No	Name	Self-Confidence Score			Score
		Bravery & Performance	Optimistic	Eye Contact & smiling	
1	Abdul Jamal	2	2	2	6
2	Agamuddin	3	2	2	7
3	Apriani	2	2	3	7
4	DantiRiski	3	2	3	8
5	Dedi Yusuf	3	2	3	8
6	Devi Suryani	2	1	2	5
7	EkaHahadi	2	2	2	6
8	Elisa Yanti	0	0	0	0*
9	ErnidaYanti	2	2	2	6
10	Fenny Maya Sari	2	2	3	7
11	FitriIdayanti	2	3	2	7
12	HalimahFauziah	2	2	2	6
13	HengkiArif	2	2	2	6
14	Heriyadi	3	2	2	7
15	IinRegiani	3	2	2	7
16	Maimunah	2	1	1	4
17	Marliana	0	0	0	0*
18	Masdalifa	2	2	2	6
19	Meri Devi	3	2	2	7
20	Ningrum	2	1	1	4
21	RiskaMulyani	3	2	2	7
22	RiskiEriyanto	2	2	2	6
23	Said Ammar	2	2	1	5
24	Sri Wahyuni	2	2	2	6
25	ZanuAzhari	2	1	2	5
26	RiskaYani	3	2	2	7
Score		56	45	49	150
Mean Score		2.33	1.87	2.04	6.25

*Absence (Approved by: Co-Teacher)

Appendix D

Indicators List of Teacher Classroom Procedures in Cycle 1*

Physic appearance and written	Checklist	
	Y	N
Dressing cleanly and neatly		
Standing and writing face to students		
Energetic and enthusiastic		
Writing and explaining integrated		
Writing is nice and readable		
Having certain sequence system		
Procedures		
Explaining targeted language context		
Explaining the intended text criteria to be produced and giving props and document		
Asking students to prepare oral performance draft		
Asking students to execute the performance in the class and evaluating directly		
Material		
Learning objectives are explained		
Related to the students experience		
Benefit of it to be learned		
Relevant to the objectives and procedures		
Brief presentation		
Detail and united explanation		
Reinforcement and interaction with students		
Individual performance reward		
Group performance reward		
Celebration		
Stimulating students' responses		
Stimulating students' questions		
Responding students' questions		
Sound and classroom management		
Audible sound		
Talking intelligibly		
Rhythm and stress		
Neatness control		
Class noise control		
Class formation arrangement		
Efficiency time and learning		

Observed by: Co-teacher

Mami, S.Pd

Appendix E**Students' Speaking Ability Score in the Second Spoken Test***

No	Name	Self-Confidence Score			Score
		Bravery & Performance	Optimistic	Eye Contact & smiling	
1	Abdul Jamal	3	2	2	7
2	Agamuddin	3	2	2	7
3	Apriani	3	2	2	7
4	DantiRiski	3	2	2	7
5	Dedi Yusuf	3	2	3	8
6	Devi Suryani	2	2	2	6
7	EkaHahadi	2	2	2	6
8	Elisa Yanti	2	2	2	6
9	ErnidaYanti	2	2	2	6
10	Fenny Maya Sari	3	2	3	8
11	FitriIdayanti	3	2	3	8
12	HalimahFauziah	3	2	2	7
13	HengkiArif	2	2	2	6
14	Heriyadi	3	2	2	7
15	IinRegiani	3	2	2	7
16	Maimunah	2	2	2	6
17	Marliana	2	2	2	6
18	Masdalifa	3	2	2	7
19	Meri Devi	3	2	2	7
20	Ningrum	2	2	1	5
21	RiskaMulyani	3	2	2	7
22	RiskiEriyanto	2	2	2	6
23	Said Ammar	2	1	2	5
24	Sri Wahyuni	3	2	2	7
25	ZanuAzhari	2	2	2	6
26	RiskaYani	2	2	2	6
Score		66	51	54	171
Mean Score		2.53	1.96	2.07	6.57

*Approved by: Co-Teacher

APPENDIX F

Lesson Plan in Cycle 2

Lesson Plan 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institute : SMA Negeri 8 Padangsidempuan
Subject : Bahasa Inggris
Class/semester : X/II
Meeting : 3 & 4
Duration : 2 x 90 minutes

I. Standard of Competence : 9. Communicative in English at an elementary level

II. Basic Competence : SPEAKING

9.1 Expressing different kinds of intention

9.2 Understanding simple instructions

III. Indicators : 1. asking and giving instructions

2. describing and understanding a process

3. giving instructions and directions

4. giving expression dealing with obligation and necessities

IV. Character values:

honesty, tolerance, respecting of achievement, friendly, communicative

V. Learning Objectives : 1. ask and give question correctly

2. describe and understand a process systematically

3. give and ask instructions and directions clearly

4. give expression dealing with obligation and necessities

VI. Material : Speaking at the Mosque

VII. Learning Strategy : Simulation Technique

VIII. Learning Activity

No	Teachers' Activity	Students' Activity	Duration
1	Pre-teaching - Greeting - Arranging the classroom formation - Telling the learning objectives by simulation	- Responding the greeting - Preparing learning equipments - Listening to the explanation	1' 1' 2'

2	<p>While-teaching</p> <p>Briefing</p> <p>a. Introducing simulation's rules, props, and documents</p> <p>b. Grouping the classroom into three groups consist of eight participants</p> <p>c. Giving explanation comprehensively about the language input</p> <p>d. Giving the participants' roles based on scenario</p> <p>e. Tasking the participants to execute simulation</p> <p>Activities</p> <p>a. Giving attention participants' activities</p> <p>b. Moving around the classroom</p> <p>c. Helping participants who need help without disturbance</p> <p>d. Observing the classroom</p> <p>e. Evaluating students' self-confidence and students' speaking ability</p> <p>Next Simulation</p> <p>a. Asking for next simulation execution</p> <p>b. Asking for performance</p> <p>c. Doing as first performance activities</p> <p>Debriefing</p> <p>a. Discussing what happened during the simulation</p> <p>b. Explaining the resulting the participants activity</p> <p>c. Encouraging participants to be sensitive to the different assumption, values, goals, and taken positions that may be taken</p>	<p>Students</p> <p>- Listening to the teacher explanation</p> <p>- Making group</p> <p>- Listening to the explanation</p> <p>- Taking the role</p> <p>- Going to the simulation</p> <p>Participants</p> <p>- Functioning the given roles by speaking each other</p> <p>Others</p> <p>- Discussing about the given rear seat</p> <p>Next participants</p> <p>- Preparing simulation performance</p> <p>- Functioning the given roles by speaking each other</p> <p>Others</p> <p>- Giving attention to the simulation</p> <p>- Asking participants' problem in simulation each other</p> <p>- Discussing with the rest friend</p> <p>- Listening to the explanation</p>	<p>1'</p> <p>2'</p> <p>5'</p> <p>1'</p> <p>2'</p> <p>20'</p> <p>20'</p> <p>20'</p>
---	--	---	--

	by different persons actually in 'real life' d. Celebration the successful simulation	- Applauding together	
3	Post-teaching - Applying idea of the topic - Conclution - Closing	- Understanding idea - Giving attention to teacher - Closing	5'

IX. Learning Sources : Headlight 1 Penerbit Erlangga, Lks Bahasa Inggris Penerbit Eksis

X. Learning Evaluation

Technique : individual performance
Form : oral presentation
Instrument : rubric of evaluation

Students' Self-Confidence

No	Indicators	Score
1	Braving and Performance - Very good - Good - Bad	3-1 3 2 1
2	Optimistic - Very good - Good - Bad	3-1 3 2 1
3	Eye Contact and Smiling - Very good - Good - Bad	3-1 3 2 1
	Score	9

Padangsidimpuan, April 1st, 2013
The teacher

SULASTRI
NIM. 09.340.0066

Appendix G**Students' Speaking Ability Scores in the Second Cycle***

No	Name	Self-Confidence Score			Score
		Bravery & Performance	Optimistic	Eye Contact & smiling	
1	Abdul Jamal	3	2	3	8
2	Agamuddin	3	2	3	8
3	Apriani	3	3	2	8
4	DantiRiski	3	3	3	9
5	Dedi Yusuf	3	3	3	9
6	Devi Suryani	3	3	2	8
7	EkaHahadi	2	2	2	6
8	Elisa Yanti	3	2	3	8
9	ErnidaYanti	3	2	2	7
10	Fenny Maya Sari	3	2	3	8
11	FitriIdayanti	3	3	3	9
12	HalimahFauziah	3	2	2	8
13	HengkiArif	3	3	2	8
14	Heriyadi	3	3	2	8
15	IinRegiani	3	2	3	8
16	Maimunah	3	3	2	8
17	Marliana	3	3	2	8
18	Masdalifa	3	3	2	8
19	Meri Devi	3	3	2	8
20	Ningrum	3	2	2	7
21	RiskaMulyani	3	3	3	9
22	RiskiEriyanto	3	3	2	8
23	Said Ammar	2	2	2	6
24	Sri Wahyuni	3	2	2	7
25	ZanuAzhari	3	2	2	6
26	RiskaYani	3	2	3	8
Score		76	65	62	203
Mean Score		2.92	2.53	2.38	7.84

*Approved by: Co-Teacher

Appendix H

Indicators List of Teacher Classroom Procedures in Cycle 2*

Physic Appearance and written	Checklist	
	Y	N
Dressing cleanly and neatly		
Standing and writing face to students		
Energetic and enthusiastic		
Writing and explaining integrated		
Writing is nice and readable		
Having certain sequence system		
Procedures		
Explaining targeted language context		
Explaining the intended text criteria to be produced and giving props and document		
Asking students to prepare oral performance draft		
Asking students to execute the performance in the class and evaluating directly		
Material		
Learning objectives are explained		
Related to the students experience		
Benefit of it to be learned		
Relevant to the objectives and procedures		
Brief presentation		
Detail and united explanation		
Reinforcement and interaction with students		
Individual performance reward		
Group performance reward		
Celebration		
Stimulating students' responses		
Stimulating students' questions		
Responding students' questions		
Sound and classroom management		
Audible sound		
Talking intelligibly		
Rhythm and stress		
Neatness control		
Class noise control		
Class formation arrangement		
Efficiency time and learning		

Observed by: Co-teacher

Mami, S.Pd

Appendix I**Students' Speaking Ability Scores in the Third Test***

No	Name	Self-Confidence Score			Score
		Bravery & Performance	Optimistic	Eye Contact & smiling	
1	Abdul Jamal	3	3	3	9
2	Agamuddin	3	3	3	9
3	Apriani	3	3	3	9
4	DantiRiski	3	3	3	9
5	Dedi Yusuf	3	3	3	9
6	Devi Suryani	3	3	2	8
7	EkaHahadi	2	2	2	6
8	Elisa Yanti	3	3	2	8
9	ErnidaYanti	3	3	3	9
10	Fenny Maya Sari	3	3	3	9
11	FitriIdayanti	3	3	3	9
12	HalimahFauziah	3	3	3	9
13	HengkiArif	3	3	3	9
14	Heriyadi	3	3	3	9
15	IinRegiani	3	3	3	9
16	Maimunah	3	3	2	8
17	Marliana	3	3	3	9
18	Masdalifa	3	3	2	8
19	Meri Devi	3	3	2	8
20	Ningrum	3	3	2	8
21	RiskaMulyani	3	3	3	9
22	RiskiEriyanto	3	3	3	9
23	Said Ammar	3	3	2	8
24	Sri Wahyuni	3	3	2	8
25	ZanuAzhari	3	3	2	8
26	RiskaYani	3	3	3	9
Score		77	77	68	222
Mean Score		2.96	2.96	2.61	8.53

*Approved by: Co-Teacher

Appendix J

Students' Mean Score Analysis

- ✓ The first test score:

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{N} \times 100\% \\ &= \frac{130}{26} \times 100\% = 4.99 = 5.0\end{aligned}$$

\bar{x} : the mean of the students

$\sum \vec{x}$: the total score

N : the number of the students in the first test

- ✓ The first cycle:

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{N} \times 100\% \\ &= \frac{150}{24} \times 100\% = 6.25\end{aligned}$$

\bar{x} : the mean of the students

$\sum \vec{x}$: the total score

N : the number of the students in the first cycle

- ✓ The second test:

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{N} \times 100\% \\ &= \frac{150}{26} \times 100\% = 6.57\end{aligned}$$

\bar{x} : the mean of the students

$\sum \vec{x}$: the total score

N : the number of the students in the second test

✓ The second cycle:

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{N} \times 100\% \\ &= \frac{203}{26} \times 100\% = 7.84\end{aligned}$$

\bar{x} : the mean of the students

$\sum \vec{x}$: the total score

N : the number of the students in the second cycle

✓ The third test:

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{N} \times 100\% \\ &= \frac{222}{26} \times 100\% = 8.53\end{aligned}$$

\bar{x} : the mean of the students

$\sum \vec{x}$: the total score

N : the number of the students in the third test

Students' self-confidence in speaking ability in all cycles

Cycle 1:

$$p = \frac{x}{y} \times 100\% = \frac{6.25}{9} \times 100\% = 69.44\%$$

Cycle 2:

$$p = \frac{x}{y} \times 100\% = \frac{7.84}{9} \times 100\% = 87.11\%$$

p : percentage

x: mean score

y: ideal mean score

Appendix K

Students' Self-Confidence Score Analysis

Cycle 1

1. Bravery and performance:

$$\bar{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{56}{24} \times 100\% = 23.33.$$

2. Optimistic:

$$\bar{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{45}{24} \times 100\% = 18.75.$$

3. Eye contact and smiling:

$$\bar{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{49}{24} \times 100\% = 20.41.$$

Cycle 2

1. Bravery and performance:

$$\bar{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{76}{26} \times 100\% = 29.23$$

2. Optimistic:

$$\bar{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{66}{26} \times 100\% = 25.38.$$

3. Eye contact and smiling:

$$\bar{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{62}{26} \times 100\% = 23.84$$

APPENDIX L

List of Interview

A. Interviews to the Teacher

1. BagaimanamenurutBapak/Ibukemampuansiswadalamberbicara di kelas?
(How are the students' speaking ability in speaking?)
2. Metodeapasaja yang digunakanBapak/Ibudalammengajar speaking?
(What are your methods in teaching speaking?)
3. BagaimanateknikBapak/Ibudalammengajar speaking?
(How is your technique in teaching speaking?)
4. Apasaja yang
Bapak/Ibulakukanuntukmemancingkemampuansiswadalamberbicara?
(What do you do to appreciate the students' speaking?)
5. Bagaimanakemampuansiswadalamberbicara?
(How is the students' ability in speaking?)
6. Kesulitan-kesulitanapasaja yang dihadapisiswadalamkemampuanberbicara?
(What are the difficulties of students' speaking ability?)
7. BagaimanaBapak/Ibumengatasimasalah-
masalahdankesulitaniswadalamkemampuanberbicara?
(How do you solve the problems in students' speaking ability?)

B. Interviews to the Students

1. Apakahadiksukabelajarbahasainggris?

(Do you like study English?)

2. Apakahadikmemilikipercayadiri yang tinggidalamberbicarabahasainggris?

(Do you have high self-confidence to speak in English?)

3. Kesulitan-kesulitanapa yang adikdapatkandalamberbicarabahasainggris?

(What are the difficulties in speaking English?)

4. Apa yang membuatadiktidakmautampil di

depankelasuntukberbicarabahasainggris?

(What are the factors to make you do not want to speak in English in front of the class?)

5. Apa yang

adikusahkanuntukselalupercayadiridalamberbicarabahasainggris di
depankelas?

(What is your solution to be self-confidence in speaking English in front of the class?)

CHAPTER I

INTRODUCTION

A. The Background of the Problems

Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context. As a result, speaking is crucial part of second language teaching and learning. Many people feel that speaking is difficult. First, speaking happens in real time. Second, speaking cannot be edited and revised. We will be possible to do mistakes in pronunciation or grammar. The following illustration will present some of significances of speaking. The first, it can transfer idea, thinking, and opinion. Many ideas can be transfered to other people. This is the way to transfer idea; by asking information or asking opinion.

The second, it can take and give the information and knowledge. Much information and knowledge can be received. It gives and takes the information and knowledge to other people and they will receive the new information. The last, can activate of brain directly. Definitely, in speaking does not have much time for thinking. It is directly without preparation. It can be improved. Then, it must be practiced and make it happen every day whenever and wherever.

Based on the illustration above, it has showed that speaking is necessary for everybody in daily activity especially English students. However, speaking is problematic at SMA Negeri 8 Padangsidempuan in aspect of ability and mentalist.

The fact is revealed in the following illustration. It has found from the English teacher and the students.

The teacher has said that students' speaking ability is low. The proof was from the students' rapport result. They got the result average 50-65 while the KKM at SMA N 8 Padangsidimpuan is 75 for all English skills.¹ The students come from different ethnic group. Some of them are Batakese, and Javanese. The accent is different each other. The phenomenon in the field, the Batakese is difficult to speak English smooth. It relates to the pronunciation. Actually, not only Batakese has the problem in accent but also Javanese.² The students' fluency and the accuracy are bad. Many students feel tremble, tight, and worry.

In addition, there are some students' problems in speaking ability. They are about accent, fluency, accuracy, comprehension, grammar, vocabulary, and lack of self-confidence.³ She said that not many students are brave to speak out in front of the class from the hundreds of them. More than just four until five who has self-confidence to speak out. It has found the reasons. The first, they are afraid to do mistake. The second, they have high anxiety. Then, they do not practice it. The last, they have lack of self-confidence.

The researcher has got self-confidence as the main problem to be solved in speaking ability. On the other hand, Allah said in Holy Qur'an to be self-confidence

¹Rapport Result: Riska Mulyani at Grade X the second Semester of SMA Negeri 8 Padangsidimpuan, (SMA Negeri 8 Padangsidimpuan, December 29th, 2012). At 10.00 a.m.

²Interviewing to the English Teacher, (Perkebunan Pijorkoling: SMA Negeri 8 Padangsidimpuan, November 26th, 2012 at 09.00 a.m.

³*Ibid*

and never be afraid anymore. Allah stated in Q.S. Al-Imran verse 139 and Q.S. Al-Fushshilat verse 30 as follows:

وَلَا تَهِنُوا وَلَا تَحْزِنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿١٣٩﴾

Means: "So, do not become weak (against your enemy) nor be sad, and you will be superior (in victory) if you are indeed (true) believers."⁴
(Q.S. Al-Imran verse 139).

إِنَّ الَّذِينَ قَالُوا رَبُّنَا اللَّهُ ثُمَّ اسْتَقَمُوا تَتَنَزَّلُ عَلَيْهِمُ الْمَلَائِكَةُ أَلَّا تَخَافُوا وَلَا تَحْزِنُوا

وَأَبَشِرُوا بِالْجَنَّةِ الَّتِي كُنْتُمْ تُوعَدُونَ ﴿٣٠﴾

Means: Verily, those two say: "Our Lord is Allah (Alone) and then they istiqamu, on them the angels will descend (at the time of their death) (saying): 'Fear not, nor grieve! But receive the glad tidings of paradise which you have been promised.'⁵ (Q.S. Al-Fushshilat verse 30).

It is clearly stated that Allah orders us to be strong in everything. The underline words means that we must be strong. It relates in speaking ability. The speaker must have confidence and optimistic in speaking. Therefore, both verses above tell us to be self-confidence in speaking ability. The best way to make it happens is must be practiced and practiced every day.

⁴ Abdalah Yousef Ali, *The Glorious Qur'an*, (French: Beirut Publisher, 2009), p. 60.

⁵ *Ibid*, p. 374.

Moreover, the English teachers in SMA Negeri 8 Padangsidimpuan seldom to make group discussion in teaching learning process. It has found the reason is the students will make noisy in the classroom. They often do reading and doing the exercises. It makes students get bored. One of ways to make effective teaching speaking is making the students active by using good and interesting method in teaching learning process so they enjoy and improve their speaking ability.

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. Schools have to create the good output students. It means that, they are easy in doing communication. The school and the teachers will be exemplary if the teachers are able to make it happen. Douglas said, “There are nine the Communicative Fluency Activities for Language Teaching. They are interview, guessing games, jigsaw tasks, ranking exercises, discussions, value clarification, problem solving activities, role play and simulation technique.”⁶

From the alternative techniques above, the researcher chose to employ simulation technique to improve students’ self-confidence in speaking ability. It is an effective technique in teaching speaking. At least five reasons are available as background of the choice. First, it is interesting. The second, the students are active in classroom. The third, there is a good interaction between students and teacher. Then, can be created positive respond. The last, the students will be critical thinking because they know what ought to do and not ought to do.⁷

⁶ H. Douglas Brown, *Teaching by Principle*, (New Jersey: Englewood Cliffs, 1994), p. 279.

⁷ Roestiyah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2008), p. 22.

The researcher was interested in conducting a Classroom Action Research, which purpose to improve students' self-confidence in speaking ability. Therefore, from explanation above the researcher conducted the title of the research **IMPROVING STUDENTS' SELF-CONFIDENCE IN SPEAKING ABILITY THROUGH SIMULATION TECHNIQUE AT GRADE X SMA NEGERI 8 PADANGSIDIMPUAN.**

B. The Identification of the Problem

Based on the background of the problems above, the identification of the research is the students are afraid to speak out because of lack of self-confidence in speaking. The self-confidence in speaking is indicated by these action; bravery, performance, optimistic, eye contact, and smiling.

C. The Focus of the Research

Based on the identification above, the researcher focused on students' lack of self-confidence in speaking ability has been solved by doing simulation technique.

D. The Formulation of the Problem

The researcher formulated the problem as "Does simulation technique improve students' self-confidence in speaking ability at grade X SMA Negeri 8 Padangsidimpuan?"

E. The Objectives of the Research

The objective of the research is to explain the improvement students' self-confidence in speaking ability by simulation technique.

F. The Significances of the Research

The result of this research is expected to be useful as:

1. The contribution for SMA Negeri 8 Padangsidempuan Institution as a tool in knowing the weakness of the teachers and the students in speaking ability.
2. The contribution for the English teachers to know the technique in supporting their students to have self-confidence in speaking.
3. The contribution for other researchers who want to conduct a research, as the references for further research.

G. The Definition of the Key Terms

This research used key terms dependently which are explained as in the following:

1. Self-Confidence

Self-confidence is a crucial to a happy and fulfilling life.⁸ Self-confidence is having confidence and abilities.⁹ On the other hand, David Lawrence Preston explains that self-confidence is beliefs about the capacity to achieve solve problems and think about it. Therefore, self-confidence is ability to develop the abilities, the potential, and talent to be used correctly.

⁸ Lawrence Preston David, *365 Steps to Self-confidence*, (UK: Bagbroke Oxford, 2007), p. 7.

⁹ A.S. Hornby, *Advanced Learner's Dictionary of Current English New Eight Edition* (New York: Oxford University Press, 2010), p. 1339.

2. Speaking Ability

Speaking is the productive skill and consists of producing systematic verbal utterances to convey meaning.¹⁰ Ability is the fact that somebody is able to do something.¹¹ Robert Lado said that “Speaking ability is described as the ability to express one-self in life situation, report acts or situation in precise words, to converse, and to express a sequence of ideas fleetly.”¹² So, speaking ability is ability in interactive process in producing, receiving, and processing information.

3. Simulation Technique

Simulation is a situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality.¹³ Therefore, technique is a particular way of doing something, especially one in which you have to learn special skill.¹⁴ Therefore, simulation technique is a technique to be used in a situation in which particular set of conditions is created artificially in order to study or experience something that could exist in reality to get specific skill.

¹⁰ David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Graw Hill, 2003) p. 48.

¹¹ A.S. Hornby, *Op. cit.* p. 2.

¹² Robert Lado. *Language Testing The Construction and Use of Foreign Language Tests*, (USA: Mc Graw Hill Book Company, 1961), p. 240.

¹³ A.S. Hornby, *Op. cit.* p. 1384.

¹⁴ A.S. Hornby, *Op. cit.* p. 1534.

H. The Hypothesis Action

The hypothesis was needed to show the researchers' thinking and expectation the outcomes of the research related to this research. The hypothesis of this research is stated that: "Simulation technique improved students' self-confidence in speaking ability at Grade X SMA Negeri 8 Padangsidimpuan."

I. The 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, focus of the problems, formulation of the problems, objective of the research, significances of the research, the definition of the key terms, the hypothesis action.

The second chapter consisted of theoretical review of the research focus. It included theory of self-confidence, speaking ability, 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 research methodology. It dealt with place and schedule, research design, participants, instrumentation, research cycles, procedures of the research, and technique of data analysis.

The forth chapter is the researcher findings and discussion. There researcher completed report of 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, first

condition, cycle 1, cycle 2 that had been done, comparative result of the action, discussion, and threats of the research.

In the last chapter researcher concluded the research, stated the implementation 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. The Theoretical Review

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follows:

1. Self-Confidence in Speaking Ability

Self-confidence is a crucial to a happy and fulfilling life.¹ It influences success in work, family life, and leisure activities. People who lack of self-confidence always underachieve. They are more prone to a variety of stress-related problems, anxiety, eating disorder and mental health problems.

On the other hand, David Lawrence Preston explains that self-confidence is beliefs the capacity to achieve solve and the problems. The belief can be up because knowing the need. Every people have the different talent and needed. It means that it may not compare and influence of the ability to other people because Allah gives the different ability, potential, and talent to all people.²

Self-Confidence is awareness and potential of someone to do something. It is very important to be success. Sometimes, it can be seen that someone who shows up in front of many people and creates many big results and to be popular man. The reason is he has high self-confidence. David J. Schwartz says, “You are what

¹ Lawrence Preston David, *Op.cit*, p. 7.

² Dja'far Siddik, *Konsep Dasar Ilmu Pendidikan Islam*, (Medan: Cipta Pustaka Media, 2005), p. 57.

you are thinking about.”³ Therefore, that is why he has hard strength, which can be good motivation to do something. Believe on self that can create big creation is a big strength.

a. Self-Confidence

1) Definition of Self-Confidence

Self-confidence is quite important in speaking. The teachers must know all of problems when teaching and learning process in the classroom. Self-confidence is a crucial to a happy and fulfilling life.⁴ Hornby tells that Self-confidence is having confidence and abilities.⁵ On the other hand, David Lawrence Preston explains that self-confidence is beliefs about the capacity to achieve solve problems and think about it. Postdam comments that Self-confidence people trusted the own abilities, must have a general sense of control in living, believe it within reason, it would be able to do what they wish, plan, and expect.”⁶ Therefore, self-confidence is ability to develop the abilities, the potential, and talent to be used correctly.

The characteristics of self-confidence as follows:⁷

- a) Believe that the competence, so it does not need praise confession, acceptance, or self-esteem of someone.
- b) Do not involve showing comfort by someone.
- c) Brave to become our selves.
- d) Have good emotion.

³ David J. Schwartz. *The Magic of Thinking Big*, (Batam: Binarupa Aksara, 2007), p. 168.

⁴ Lawrence Preston David, *Op. cit.*, p. 7.

⁵ A.S. Hornby, *Advanced Learner's Dictionary of Current English New Eight Edition* (New York: Oxford University Press, 2010), p. 1339.

⁶ *Loc. cit.*

⁷ Jacinta F. Rini, *Memupuk Rasa Percaya Diri*, (Jakarta: Team e-Psikologi, 2002), p. 1.

- e) Have internal focus control which face to successfulness of failure, depends to attempt self and does not easy to let the destiny or condition and does not depend to other helping.
- f) Have positive thinking.

2) The Factors of Lack of Self-Confidence

Lack of self-confidence is same as lack of motivation. On the other hand, there are some causal factors lacks of self-confidence. The researcher will explain it more. With reference to the characteristics above, further Rini explains the character of lack of self-confidence, they are:⁸

- a) Attempt to show the conformist act to get the praise, confession, acceptance, or self-confidence of someone.
- b) Afraid of rejecting. It means, everything who is doing always have the perception will be rejected, so that they shadowed by failure, and didn't have the principle "the better do than nothing"
- c) Difficult to receive positive yet realistic and views of themselves do not trust their own abilities
- d) Pessimistic is easy to value something from the negative views.
- e) Fear failure, so that they tend to avoid taking risk, and didn't make a target to get successful
- f) Rejected to a good word/ praise, that showing to them with honest and sincere.
- g) They always take their self-confidence as the end, because they feel that is unable.
- h) They have eternal focus of control. It means, they are usually depending on situation and help the other people. When the teacher absent in one subject, they feel unable to do teaching learning process, whereas they able to make.

The inferior and lack of self-confidence must be solved.⁹ The students must do the best as their potential so the ability can be seen. Therefore, the teacher

⁸ Jacinta F. Rini, *Op. cit.* p. 13

⁹ *Loc. Cit*

might not give the punishment if the students do mistakes but the teacher must give the motivation to the students.

3) The Way to Improve Self-Confidence

Negative thinking can quickly spiral out of control and destroy the self-confidence. David Laurence thinks that there are four step methods to improve self-confidence. They are:¹⁰

- (a) Be mindful
- (b) Stop disempowering thoughts
- (c) Replace them with empowering thoughts
- (d) Keep going until it become automatic.

On the other hand, the formula for building self-confidence, indeed for bringing any personal change, has five elements. They are:¹¹

- (a) Develop the self-awareness. Knowing the self, acknowledge that there were aspects that wish to change, and understand what has stopped in feeling self-confidence.
- (b) Assert the intention to be confident, and make a commitment.
- (c) Change the thinking. This include, changing restrictive attitudes and beliefs.
- (d) Use the imagination. Imagine as a confident person.
- (e) Acting “as if” to be ready confident. The more in speaking and behave confidently, the more confident will become.

Carnegie said, “There are four steps to develop self-confidence, namely: (a) start with a strong and persistent desire, (b) prepare, (c) act confidence, and (d) practice.”¹² *Start with a strong persistent* desire means, enumerate he benefits this effort to train will bring the arouse of enthusiasm in speaking. *Prepare*

¹⁰ Lawrence Preston David, *Op. cit*, p. 42.

¹¹ *Ibid*, p. 14

¹² Dale C. *How to Develop Self-Confidence and Influence People by Public Speaking*, (New York: Simon and Schuster, Inc, 1956), p. 15.

means, cannot feel confidence unless knowing what is going to say. *Act confidence means*, to feel brave, act is bravery, use the willingness, and a courage fit will likely replace the fit of fear. *Practice* means, action in the field.

David J. Schwartz explains that there are five ways to improve self-confidence:¹³

(a) Taking a seat in the first line.

Many people do not want to sit in front of or in the first line because lack of self-confidence to show their selves to many people. They are afraid. It is very good way. Sit in the first line gives high self-confidence. All people will do it soon. Make it be habitually. It will be the attention of many people. In addition, it feels comfortable and has high self-confidence.

(b) Doing eye contact.

The communication always consists of the speaker and the listener. When someone to be a speaker, he or she must be attention to our listener. The way to do the eye contact. Then, broke the anxiety and the hesitancy. The speaking will be running well and the listeners understand. So that is why, it is very important because the people really believe on self if we speak by eye contact. Do not ever face back up the listener.

(c) Walking faster 25%.

The psychologist stated that we can change the action and the posture by walking faster than usually. Look! The action is a symbol of thinking. On the

¹³*Ibid*, p. 88.

average, people walk on average velocity as well. Perform quick steps be 25 % to build self-confidence, upright your shoulders, lift the head, and step forward farther and feel the improving of your self confidence.

(f) Talking be honestly.

Sometimes, someone ever feels hard to speak out because do not have self-confidence. The other reason is afraid to do mistakes. It is like a danger prison. It must be spoken out be honestly. If someone talks as much as possible, it means that everyone gets the self-confidence and talking be honestly. Give the comments, suggestions, or questions when the class or in a meeting.¹⁴

(g) Keeping wide smiling.

Many people comment that real support. The smiling is like a medicine to recovery of lack of self-confidence. However, some of them do not believe it because they have not tried it. Meanwhile, the wide smiling gives the high self-confidence. It breaks the anxiety and hesitancy. Smiling is the key of self-confidence.

On the other hand, the researcher states that there are three indicators of self-confidence. They are bravery & performance, optimistic, eye contact & smiling.¹⁵ The researcher focused on them and gave the scores to measure the students' self-confidence in speaking ability while processing of the research.

¹⁴ David J. Schwartz, *Op. cit*, p. 92.

¹⁵ David J. Schwartz, *Op. cit*, p. 92.

b. Speaking Ability

David Nunan states that speaking is the productive aural/ oral skill, it consists of producing systematic verbal utterances to convey meaning.¹⁶ Speaking is fundamentally an instrumental act.¹⁷ Speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say.

Speaking in the classroom entails on how teacher and peers, depending on how classroom activities are organized.¹⁸ Characteristics of speaking are quite different from those of written language.¹⁹ For example, speakers do not typically use complete sentences in speaking, and they use less specific vocabulary than in written language. They also use syntax in a loosely organize manner and make frequent use of discourse markers. The information is packed less densely by much more use of phrases and simple sentences. In addition, speaking varies depending on the age, gender, and dialect of the speakers.

In this case, the researcher will describe the definition, the principle for designing speaking in teaching speaking, the principle of teaching speaking, classroom technique, the evaluation of speaking, and all about speaking.

¹⁶ David Nunan. *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p. 48.

¹⁷ Clark and Clark, *Psychology and Language*, (New York : Harcourt Brace Jovanovich Inc, 1977), p. 223.

¹⁸ Michael J. O'Malley, *Authentic Assessment for English Language Learners* (New York: Mc. Grown Hill Companies Inc, 2003) p. 59.

¹⁹*Ibid*, p. 58.

1) Definition of Speaking Ability

According to the Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse.²⁰

David Nunan states speaking is the productive aural/ oral skill, it consist of producing systematic verbal utterances to convey meaning.²¹ Speaking is the ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and language ‘on the spot’.²²

Based on definition above, the researcher states that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt through teaching and learning process. Speaking is the action of conveying information or expression thinking and feeling in spoken language.

There is a process of communication, which conveys message from a speaker to listeners. A speaker has to encode the message and listeners have to decide or interpret the message, which contain information. The speaker and listener negotiate the meaning of what they say. Encoding is the process of conveying message of information to listener while decoding is the process of receiving information given by the speaker.

²⁰ Victoria N. Webster New World College Dictionary-3 rd (New York: Simon & Schuster Ine, 1995) p. 1217.

²¹ David Nunan. *Op. cit*, p. 48.

²² Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2001) p. 269.

Allah stated in Holy Qur'an Surah Thaha verse 44

فَقُولَا لَهُ، قَوْلًا لَّيِّنًا لَّعَلَّهُ، يَتَذَكَّرُ أَوْ يَخْشَىٰ ﴿٤٤﴾

Means: And speak to him mildly, perhaps he may accept admonition of fear (Allah)”.²³ (Q.S. Thaha verse 44).

Speaking ability is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. The ability is used in essentially normal communication situations the signaling systems of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.²⁴

Therefore, in speaking, there is a process of communication which conveys message from a speaker to listener. A speaker has to encode the message and listener has to decide or interprets the message which contains information. Encoding is the process of conveying message of information to listener while decoding is the process of receiving information given by the speaker.

²³Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Kahn, *Translation of the Noble Qur'an in the English Language*, (Madinah: King Fadh Complex for the printing of the Holy Qur'an), p. 417.

²⁴ Robert Lado. *Language Testing The Construction and Use of Foreign Language Tests*, (USA: Mc Graw Hill Book Company, 1961), p. 240-241.

2) Principle for Designing Speaking Techniques in Teaching Speaking

Some of people said that speaking is more difficult than other skill because speaking is a direct process. There are some difficulties in speaking; clustering, redundancy, reduced forms, performance variables, and colloquial language, rate of delivery, stress, rhythm, and intonation.²⁵ Douglas states, “There are nine the Communicative Fluency Activities for Language Teaching; interview, guessing games, jigsaw tasks, ranking exercises, discussions, value clarification, and problem solving activities, role-play, and simulation. All the difficulties and the activities can be avoided by good designing speaking technique. In otherwise, Jack. C. Richards explains that there are seven principles for designing speaking techniques. They are:²⁶

- (a) Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message based focus on interaction, meaning, and fluency.²⁷
- (b) Techniques should be intrinsically motivating.²⁸
- (c) Techniques should encourage the use of authentic language in meaningful contexts.
- (d) Provide appropriate feedback and correction.
- (e) Capitalize on natural link between speaking and listening.

²⁵ H. Douglas Brown. *Op. cit* p. 279.

²⁶ Jack. C. Richards, *Curriculum Development in Language Teaching*, (New York : Cambridge University Press), p. 221.

²⁷ *Loc. cit.*

²⁸ *Loc. cit*

(f) Give students opportunities to initiate oral communication. “Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control the conversations, and to change the subject.”²⁹

(g) Encourage the development of speaking strategies. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. For example:

- (1) Asking for clarification (What?)
- (2) Asking someone to repeat something (Huh? Excuse me?)
- (3) Using conversation maintenance cues (Uh, Right, yeah, Okay, Hm)
- (4) Getting someone's attention (Hey, Say, So).

Furthermore, David Nunan states that there are five principles for teaching speaking; they will be explained in the following:³⁰

(a) Be aware of the differences between second language and foreign language learning contexts.

- (1) A Foreign Language (FL) context is one of target language.

It is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in FL context, because they have few opportunities to use the target language outside the classroom.

²⁹*Loc. cit.*

³⁰ David Nunan, *Op. cit.*, p. 54.

(2) A Second Language (SL) context is one of target language.

It is the language of communication in the society. Second language learners include refugees, international students, and immigrants.

(b) Give students practice with both fluency and accuracy

(1) Accuracy is the extent to which students' speech what people actually say when they use the target language.

(2) Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, and word searches.

(c) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is important as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to uncrease the amount of time that learners get to speak in the target language during lessons.

(e) Plan speaking tasking tasks that involve negotiation for meaning. Negotiation for meaning is the learners make progress by communicating in target language because interaction necessarily involves trying to understanding

(f) Design classroom activities that involved guidance and practice both transactional and interactional speaking.

(1) Transactional speech is communication with someone for social purposes.

- (2) Transactional speech involves communicating to get something done, including the exchange of goods and service.

In addition, there are some several classroom techniques and classes in teaching and learning process.³¹

(a) Information gap

It is useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate. Most teachers will be familiar with information gap.³²

(b) Jigsaw activities

There is a bidirectional or multidirectional information gap. Each person in a pair or group has some information the other persons need. Many information gap and jigsaw activities can be done by simple props, such as coins. First, make sure each student in a class has a penny, a quarter, a nickel, and a dime. Next, hide the coins so the students cannot see that. Finally, repeal the designing have made the coins so the students can see if their patterns match or not. Otherwise, all the parts are there but they need to be put together to form a complete unit.³³

³¹ David Nunan, *Op. cit*, p. 56.

³² Tom Hutchinson and Alan Waters, *English for Specific Purpose*, (New York : Cambridge University, 1986), p. 139.

³³ Tom Hutchson and Alan Water, *Op. cit*, p. 140.

(c) Role-Play

It is also excellent activities by speaking in the relatively safe environment of classroom. In a role-play, students are given particular roles in the target language. For example, one student plays tourist telephoning the police to report his wallet stolen. Role-plays give learners practice speaking the target language before they must do so in a real environment.

(d) Simulation Technique

It is more elaborate than role-plays. In simulation technique, props and document provide somewhat realistic environment for language practice. So for instance, in a language lesson about the grocery store, a teacher brings in “products” for the students to buy and even play money for making their purchases. Therefore, the researcher applied the simulation technique to improve students’ self-confidence in speaking ability.

3) Evaluation of Speaking

Evaluation is a manner of judging the fitness of something in a particular purpose.³⁴ Speaking is the nature of oral language. There are four characteristics of spoken language.³⁵ First, speaker does not typically use complete sentences when speaking, and use less specific vocabulary. Second, speaker used syntax in a loosely organize manner and make frequent use of discourse markers. Third,

³⁴ Tom Hutchson and Alan Water, *Op. cit*, p. 96.

³⁵ Michael J. O’Malley, *Op. cit*, p. 58.

information is packed less densely. In addition, depending on the age, gender, and dialect of the speaker.

According to Arthur Hughes there six categories to measure speaking ability; accent, fluency and accuracy, comprehension, grammar, and vocabulary.³⁶

(a) Accent

Accent is a way of pronouncing the words of language that shows which country, area, or social class a person.³⁷ The term accent is used to refer to speech of someone who speaks a language non-natively. For example, a French speaking English is described as having a French accent. Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken. Accent refers to the characteristics of speech that convey information to the speaker's dialect, which may reveal in what country or part of the country the speaker grow up or to which sociolinguistic group the speaker belong.³⁸

(b) Fluency and Accuracy

Fluency is the quality of doing something in smooth and skill full way.³⁹ Fluency is the extent to which speakers use the language quickly and confidently, by few hesitations or unnatural pauses, false starts, word searches. Teachers must provide student by fluency-building practice and realize that making mistakes is a

³⁶ Arthur H. *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p.111.

³⁷ A.S. Hornby, *Op. cit*, p. p. 7.

³⁸ Nirmala Sari. *An Introduction to Linguistic* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988) p. 138.

³⁹ A.S. Hornby, *Op. cit*, p. p. 575.

natural part of learning a new language.⁴⁰ Accuracy is the state of being correct; the ability to do something skillfully without making mistakes.⁴¹ The learners must get opportunities to develop both fluency and accuracy.

(c) Comprehension

Comprehension is the ability in comprehending.⁴² Comprehension is the mind's act or power of understanding. It is the capacity for understanding ideas and facts. A longer definition of comprehension will be as the act of understanding of meaning.

(d) Grammar

Grammar is the rules in a language for changing the form of words and joining them into sentences.⁴³ 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).⁴⁴ Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

⁴⁰ David Nunan. *Op. cit.*, p. 55.

⁴¹ A.S. Hornby, *Op. cit.*, p.10.

⁴² A.S. Hornby, *Op. cit.*, p.296.

⁴³ A.S. Hornby, *Op. cit.*, p. p. 651.

⁴⁴ *Ibid.*, p. 286.

(e) Vocabulary

Vocabulary is all the words in a particular language.⁴⁵ It is used for communication or expression, in particular art or skill. Vocabulary is most of target language of words. A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words.

2. Simulation Technique

To do simulation technique is the creating action by specific purpose in synthetic situation. For the example, a simulation to prepare of teaching in the classroom in micro teaching. The purpose is carrying out the teacher to prepare of teaching material in the classroom using the simulation technique.

a. Definition of Simulation Technique

Simulation is a situation in which a particular set of conditions is created artificially in order to study or experience something that can exist in reality.⁴⁶ Kenneth D. Moore says that simulation is the presenting of an artificial situation or event that represented reality but that removes risk to the individual involved in the activity.⁴⁷ Bruce Joyce explains that simulation is a technique

⁴⁵ A.S. Hornby, *Op. cit*, p. p. 1662.

⁴⁶ A.S. Hornby, *Op. cit*, p. p.1384.

⁴⁷ Kenneth D. Moore. *Effective Instructional Strategies* (London: Sage Publications), p. 271.

to simulate something and but the students must develop concepts and skill necessary for performance in the specified area.⁴⁸

Furthermore, Wina Sanjaya comments that simulation is like pretended to the real action.⁴⁹ Simulation technique can be most useful as teaching tools. It provides a variety of learning opportunities in the classroom. It can be viewed as models of what exists or exist under manageable and controlling the condition. The Students learn from the consequences of their action.⁵⁰

Unfortunately, simulation provides a variety of learning opportunities in the classroom. Such activities can create interest and relieve tension in difficult curriculum areas. In simulation, there are roles that must be assumed and specific types of activities for the participants. In addition, the purpose of the simulation is to encouraged students to act out the behaviors and express in their own words the action and arguments behind an issue.⁵¹

Technique is a skill that somebody is able to do something practical.⁵² Technique is any of a wide variety of exercises, activities, or devices use in the language classroom for realizing lesson objectives. Brown states, “Techniques

⁴⁸ Bruce Joyce, Marsha Weil with Emily Calhoun, *Models of Teaching sixth edition*, (USA: CIP, 2000), p. 348.

⁴⁹ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2010) p. 159.

⁵⁰ Bruce Joyce, *Op. cit.*, p. 348.

⁵¹ Kenneth D. Moore, *Op. cit.*, p. 271.

⁵² A.S. Hornby, *Op. Cit.*, p. p.1534.

included all tasks and activity.”⁵³ In other word, the technique refers to various activities that either teachers or learners perform in the classroom.

It is a good technique especially to improve students’ speaking ability. It is often to be used in a school, so that the students can simulate and play role like in real situation. In this case, the teacher as a simulator. For instance, in a driving simulator, the students practice shifting from one gear to another until he or she has mastered the task. The students also practice applying the brakes and turning the wheel, thus developing a feel for how to automobile response when those things are done.

b. Advantages and Disadvantages of Simulation Technique

Roestiyah tells, “The advantages of simulation are interesting, developing students’ creativity, growing the bravery and self-confidence, doing the right experiment without go to the right place, increasing the abstract happen, do not need the complete explanation, growing the students’ interaction, getting the positive response from the students who still lack of fluently in speaking, and growing the criticize thinking.”⁵⁴

However, this technique has the disadvantages⁵⁵. First, the affectivity has not canned to be reported by research. The second, the cost too expensive. The third, many people uncertain to the result. The fourth, it need special place.

⁵³ H. Douglas Brown, *Op. cit*, p. 101.

⁵⁴ Roestiyah, *Op. cit*, p. 22.

⁵⁵ *Ibid* p. 23.

Next, it was too large the information between the teacher and students. In addition, many students' parent thinks that is not seriously.

The purpose of a simulation technique is to encourage students to act out the behaviors and express by own words the actions and arguments behind the issue. The most important, the simulation technique will be success if the teacher is able to manage and decreasing the disadvantages of the simulation technique in the classroom. It will be good way in teaching speaking.

c. Advantages of Simulator

Simulator is a piece of equipment that artificially creates a particular set of conditions in order to train somebody to deal with a situation that they may experience in reality.⁵⁶ A simulator has several advantages. Thus, the learning tasks can be made much less complex than they are in the real world, so that the students might have the opportunity to master skills that will be extremely difficult when all the factors of real-world operations impinge on them. A second advantage of simulator is they permit students to learn from self-generated feedback.⁵⁷

Harold Guetzkow and his associates develop a complex and interesting simulation for teaching students at the high school and upper elementary level the principle of international relation. The activity revolve around five "nation"

⁵⁶ A.S. Hornby, *Op. cit*, p. p.1385.

⁵⁷ Bruce Joyce, *Op. cit*, p. 351.

units. In each of these nations, a group of participants acted as decision maker and “aspiring decision makers.”

d. Teacher’s Role in Simulation Technique

It is easy to assume that the learning activity has been designed and packaged by experts, the teacher has a minimal role to play in the learning situation. Cybernetic psychologist finds the educational simulations enable students to learn firsthand from the simulated experiences built into the game rather than teachers’ explanations or lectures.⁵⁸ However, because of the intense involvement, students may not always be aware of what they are learning and experiencing. In addition, the teacher has important managerial functions by more complex games and issues, the teacher’s activities are even more critical if learning is to occur.

Bruce Joyce states that there are four roles for the teacher in applying of simulation techniques:⁵⁹

1) Explaining

The players need to understand the rules sufficiently to carry out most of activities. However, it is not essential that the students have a complete understanding of the simulation technique at the start. As in real situation, many rules became relevant only as the activities proceed.

⁵⁸*Ibid*, p. 351.

⁵⁹ Bruce Joyce, *Op. cit*, p. 353.

2) Referring

The teacher should control student participation to ensure that these are realized. Before the game is played, the teacher must assign students to teams, matching individual capabilities with the roles in the simulation to assure active participation by all the students. The teacher should recognize in advance that simulation technique is an active learning situations, call for more freedom of movement and more talk among students than do other classroom activities.

3) Coaching

The teacher should act as coach when necessary, giving players' advice that enables them to play better, to exploit the possibilities of the simulation more fully. As a coach, the teacher should be supportive advisor, not a preacher, or a disciplinarian. In simulation technique, players have the opportunity to make mistakes, take consequences, and learn.

4) Discussing

After a session there need to be a discussion about how closely, the game simulates the real world, what difficulties, discover between the simulation and the subject matter being explored. In addition, the teachers must prepare something before going to the simulation technique. The first, the teacher must check the material. Then, choose the method. Next, must think about the media. Furthermore, must think about the process of the simulation. It is

important to know that not all the simulation needs media. Sometimes, it does not need the media. It is based on the material.⁶⁰

e. Model of Teaching by Simulation Techniques

The model of teaching by simulation technique consists of syntax, the social system, the principles of reaction and support system in teaching using by simulation technique.

1) Syntax/ Structure

The simulation model has four phases: orientation, participant training, the simulation itself, and debriefing.⁶¹ It can be seen in the following explanation:

a) Orientation

The teacher presents the broad topic of the simulation and the concepts to be incorporated into the simulation activity. The teacher explains simulation and gaming, gives overview of the simulation.⁶²

b) Participant training

The students begin to get into the simulation. At this point, the teacher sets the scenario by introducing the students to the rules, roles, procedures, scoring, types of decisions to be made, and goals of the simulation.

c) Simulation operation

The students participate in the game or simulation, and the teacher functions in his or her role as referee and coach. Periodically the game

⁶⁰ *Ibid*, p. 77.

⁶¹ Bruce Joyce, *Op cit*, p.354.

⁶² Bruce Joyce, *Op. cit*, p. 357

simulation may be stopped, evaluate their performances and the decisions, and clarify any misconceptions.

d) Participant debriefing

The teacher may help the students focus on describing the events and their other perceptions and reactions, analyzing the process, comparing the simulation to the world, relating the activity to course content, appraising, and redesigning the simulation.

e) Social System

The ultimate success of the simulation, in fact, depended partly on the cooperation and willing participation of the students.⁶³

2) Principles of Reaction.

The reactions of the teacher are primarily of a facilitator. Therefore, all the facility is handled by the simulator.

3) Support System

Simulation is regularly reviewed in Social Education.⁶⁴ The instructional effects to the simulation model include of the self-teaching capacity, the curricular knowledge and skills, and the self-confidence as a learner. On the other hand, the nurturing effect to the simulation model include of responsiveness to feedback, independence as a learner, and sensitivity to cause-effect.

⁶³*Ibid*, p. 355.

⁶⁴*Loc. cit.*

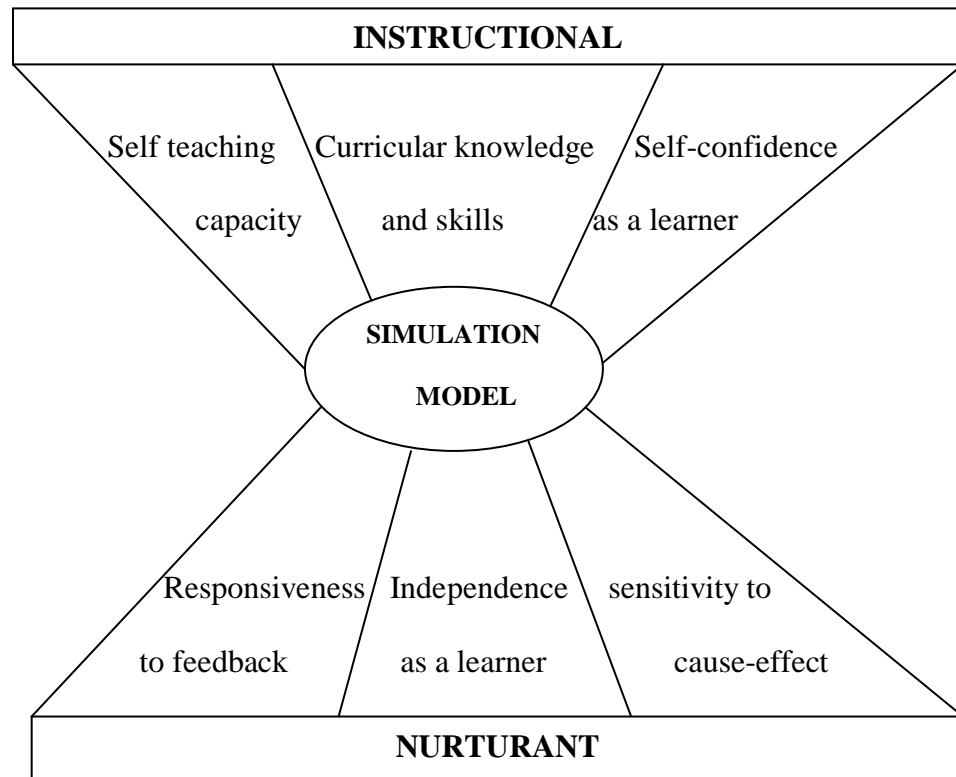


Figure 1: The instructional and nurturing effects to the simulation model.⁶⁵

Simulation technique must be done. The teacher gives a topic which is related to the specific situation and set of the conditions. Then, the students must do an action by speaking be self-confidence like in reality.

B. Review of Related Findings

There are researchers who have done a research same as the researcher in different technique. The first, A Thesis of Yeonhwan Lyu at University of Toledo 2006 entitled by Simulations and Second/ Foreign Language Learning: Improving

⁶⁵*Ibid*, p. 356

communication skill through simulations.⁶⁶ 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.

Secondly, a thesis of Rica Umrina was done in English Educational Study Program at STAIN Padangsidimpuan entitled Improving Students' Speaking Skill Through Debate At SMA N 1 Padangsidimpuan.⁶⁷ Finally, a thesis of Ida Royani Hsb entitled Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK N 1 Padangsidimpuan.⁶⁸ They found that debate and simulation technique improve students' speaking skill. Nevertheless, the researcher will find that simulation technique improves students' self-confidence in speaking ability.

Based on these researches presentations and suggestions, the researcher found there had not found yet a research for specifically improving self-confidence in speaking ability at senior high school context in Padangsidimpuan. 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

In speaking, there is a process of communication between speaker and listener, speaking is a process in which speaker express his ideas, thoughts, opinions,

⁶⁶Yeonhwan Lyu, *Simulation and Second/ Foreign Language Learning: Improving communication skill through simulations*, (Spain: The University of Toledo, 2006), p. 4

⁶⁷Rica Umrina, *Improving Students' Speaking Skill Through Debate*, (STAIN Padangsidimpuan, 2011), p. 4.

⁶⁸Ida Royani, *Improving Students' Speaking Skill by Using Simulation Technique*, (STAIN Padangsidimpuan, 2012), p. 7.

perceptions. It is necessary to find a way in teaching speaking in order to improve students' self-confidence in speaking ability and purpose to get communication well. Having good self-confidence in speaking make students and teacher work together in the class. Therefore, the purpose of teaching English can be reached.

Simulation technique is one of many techniques in improving students' self-confidence in speaking ability. It is encouraged students to act out the behaviors and express in their own words the action and arguments behind an issue. Therefore, simulation technique gives chance to the students to use the target language creatively be self-confidence without ashamed and afraid.

Therefore, the researcher plans to do research based on the framework bellows:

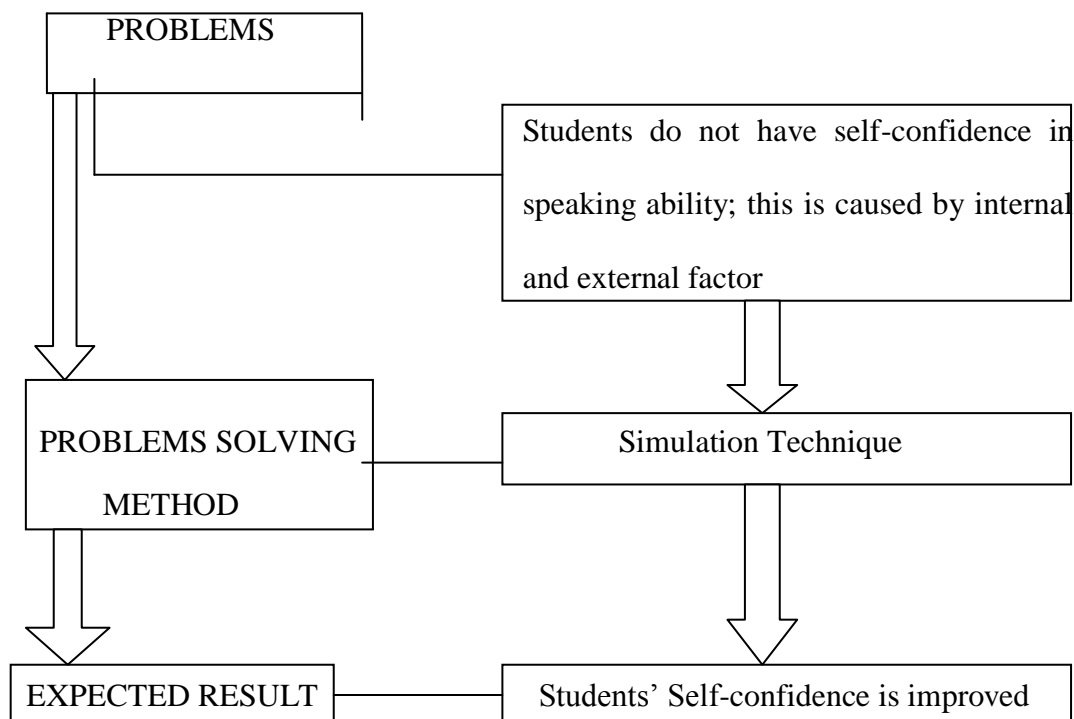


Figure 2: Research Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The place of the research is at SMA Negeri 8 Padangsidempuan. It is located on Jl. Mandailing Km. 8.5 Padangsidempuan. It has been taken from November 2012 to May 2013.

B. The Research Design

Classroom action research will be applied. It is focused on individual or small group professional practice and it is not concern by making general statement¹. Wallace states that classroom action research is different from more conventional types of research. Rochiati Wiratmaja explains that classroom action research is a research, which is, combined the procedure in substantive action, be inquiry discipline, or someone's effort to understand what was happening while include in the improving and changing.²

Action research is any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stakeholders in the teaching learning

¹ Michael J. Wallace, *Action Research for Language Teacher*, (USA: Cambridge University Press, 1998), p. 18.

² Rochiati Wiratmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005) p. 11.

environment to gather information about the ways that their particular schools operated, how they thought, and how well their students learnt.³

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation can not be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

C. The Participants

The participants are the students at Grade X-1 because the researcher found the problems of self-confidence in speaking ability in this class. Another participant is an English teacher of SMA Negeri 8 Padangsidempuan. The researcher observes the execution while the teacher is doing an action in this class. Then, teacher also helps the researcher analyzed the data from the observation and makes plans for each cycle.

D. The Instrumentations

There were three the instrumentation in the research. They were:

1. Test: researcher used speaking test type oral presentation. Brown defined test a method of measuring a person's ability; knowledge or performance in a given

³ Geoffrey E. Mills. *Action Research a guide for the Teacher Researcher*, (New Jersey: Prentice Hall,2000), p. 6.

domain.⁴ Oral presentation based on Weir is expected to have candidate giving a short talk, which he has either been asked to prepare beforehand or has informed of shortly before the test.⁵

2. 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.⁶
3. Interview: the researcher used the interview to know the condition of the students. Hornby stated that interview is to talk somebody and asked them questions at a formal meeting to find out if they are suitable for job or study.⁷

E. The Procedures for Classroom Action Research

This action research followed the model that is developed by Kemis and Robin. It was a famous representation of the action research “spiral” that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:

⁴ H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

⁵ Cyril. J. Weir, *Communicative Language Testing*, (UK: Prentice Hall, 1990), p. 75.

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

⁷ Hornby, *Ibid*, p. 788.

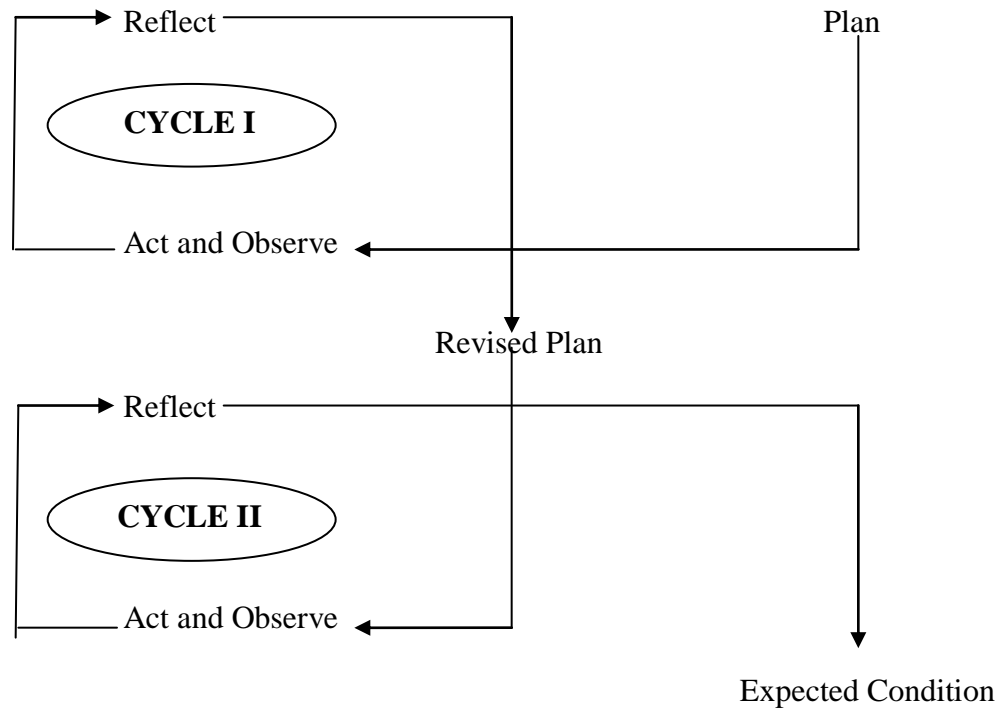


Figure 3: Action Research Spiral⁸

In this research the researcher apply two cycles. The first meeting was 90 minutes which is introducing the purpose of the research. The second meeting for giving the first test was 90 minutes. The third meeting was 135 minutes for cycle 1. The fourth meeting was 90 minutes for giving the second test. The fifth meeting was 135 minutes for cycle 2. And the last meeting was 90 meeting for giving the last test. It means that, each cycle consists of 135 minutes and each tests consist of 90 minutes. Each cycle consist of four steps; planning, action, observation ad reflection.

In collecting data, the researcher used spoken test, observation sheet and interview lists. It is explained in the following explanation.

⁸ Ortrun Zuber-Skerrit. *New Direction in Action Research*, (London: The Falmer Press, 1996), p. 14.

- a. Test: In spoken test 1, the researcher gives a test before going to the first cycle. The topic is *Speaking at School*. The researcher focuses on the students' bravery and performance. Then, the researcher gives a second spoken test *Speaking at the Restaurant*. It focused on optimistic. The last, after going to the second cycle is *Speaking at Mosque*. It focuses on eye contact and smiling.

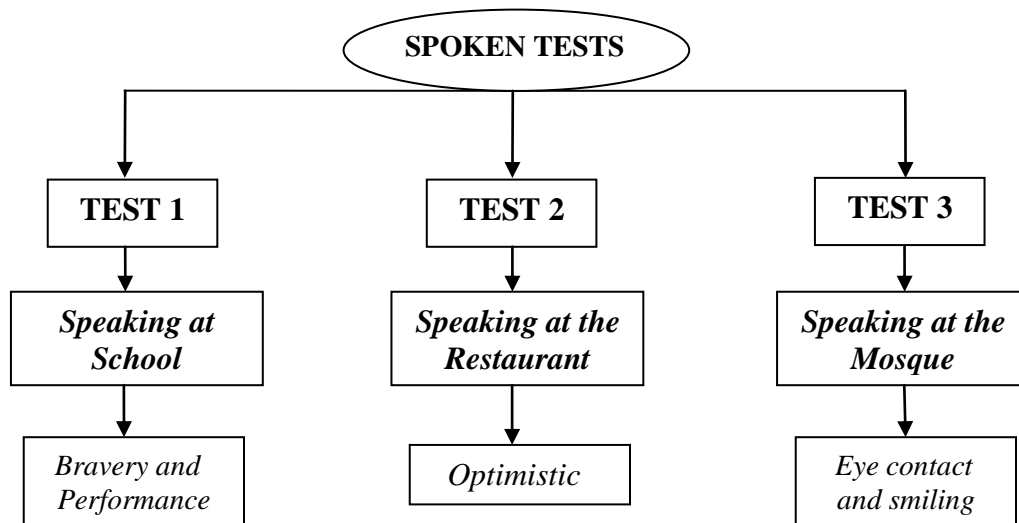


Figure 4: The Students' Progress in Spoken Test

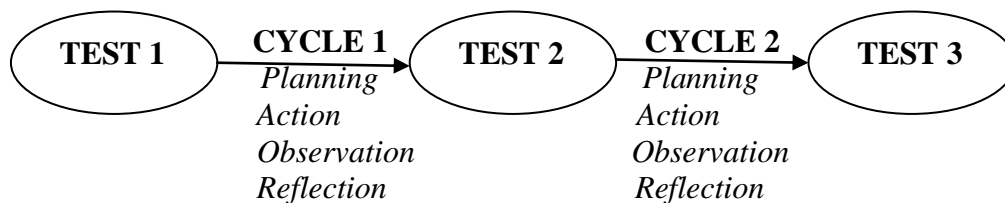


Figure 5: Research Procedures (Collecting Data by Spoken Tests)

Students' Self-Confidence

No	Indicators	Score
1	Bravery and Performance - Very Good - Good - Bad	3-1 3 2 1
2	Optimistic - Very Good - Good - Bad	3-1 3 2 1
3	Eye Contact and Smiling - Very Good - Good - Bad	3-1 3 2 1
Score		9

Table 1: The Indicators of Self-Confidence⁹

The researcher states and explains about the range of self-confidence. There are very good (3), good (2), and bad (1). It will be explained in the following explanation:

1. Bravery and Performance

- a) Point 3: do not feel tremble, do not afraid, do not be shy, do body language and fluency in speaking
- b) Point 2: brave but still feel tremble and do not do body language so that the speaking is not fluency
- c) Point 1: feel tremble, afraid and do not do body language so that the speaking is not fluency

2. Optimistic

- a) Point 3: believe in their speaking, do not worry in speaking

⁹ David J. Schwartz, *Op. cit.* 88.

b) Point 2: believe in speaking but sometimes do not brave to speak out

c) Point 1: do not have bravery and worry to speak out

3. Eye Contact and Smiling

a) Point 3: brave to do eye contact, do not back up the listener, keeping wide smiling

b) Point 2: sometimes brave to do eye contact but sometimes afraid, sometimes smiling

c) Point 1: do not do eye contact and do not do smiling

b. Observation: the researcher observes the teacher, the students, and classroom process. The researcher observes the teachers' teaching and learning process, observed the execution of simulation technique, observed the simulation technique works or not. In addition, the researcher observes the students' self-confidence based on the observation sheet. As a result, the researcher observes the classroom process by observing the procedures of simulation technique.

a. Interview: the researcher interviews the teacher and the students. It was talking about the students' self-confidence in speaking ability.

CYCLE 1: in the cycle 1, the research procedures are:

a) Planning

(1) Arranging the lesson plan

(2) Determining the lesson material is about speaking at the restaurant

(3) Designing a procedure teaching speaking through simulation technique.

- (4) Preparing the test each cycle.
- (5) Preparing instruments to be used by students
- (6) Preparing instruments for teacher and observers' observation.

b) Action

- (1) Arranging seat formation
- (2) Telling the purposes of learning.
- (3) Grouping into two groups.
- (4) Giving the topic for the students.
- (5) Introducing the scenario of activity.
- (6) Giving students function to be acted
- (7) Having preparation time for groups.
- (8) Tasking students to execute the activity to test the students' self-confidence in speaking ability orally
- (9) Discussing together the simulation done.
- (10) Encouraging and concluding learning
- (11) Observing the classroom.

c) Observation

- (1) Observing the execution of the simulation technique
- (2) Observing the students' self-confidence.
- (3) Evaluating students' by taking the score of students' self-confidence in speaking ability based on the indicator

d) Reflection

- (1) Discussing with co-teacher about the action
- (2) Making any decision for the next cycle
- (3) Developing another environment to be simulated
- (4) Analyzing the found data
- (5) Clarifying the found problems in the activity whether in the case of students or teacher

CYCLE 2: in the cycle 2, the research procedures are:

a) **Planning:** researcher arranges the lesson plan based on the reflection in the cycle1.

Those are :

- (1) Arranging lesson plan.
- (2) Determining the lesson material is about speaking at the mosque
- (3) Designing procedures of teaching.
- (4) Preparing the instrument for students, teacher and observer.

b) **Action:** researcher apply simulation technique based on the lesson plan that is the result of reflection in cycle 2.

- (1) Eliminating found problems in cycle 1 by motivating, encouraging, controlling and managing the class.
- (2) Rearranging the classroom arrangement.
- (3) Grouping into three groups.
- (4) Dividing the number of the students to be nine students.
- (5) Changing the new scenario.
- (6) Explaining that the students; self-confidence must be better than cycle 1.

- (7) Celebrating the achievement together.
 - (8) Helping students to keep self-confidence.
- c) Observation: both teacher and observer observe students' self-confidence and activity of the learning by using simulation technique.
- (1) Observing the procedure that had been arranged whether worked.
 - (2) Observing the self-confidence is that better than before or not.
 - (3) Observing students speaking ability by using the instrument.
- d) Reflection: Research reflects the all cycles and analyzes to have conclusion of the using simulation technique in improving students' self-confidence in speaking ability in English learning.

F. The Techniques of Data Analysis

In analyzing the data, the researcher uses quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involve making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.¹⁰ The qualitative data are analyzed from the observation sheet. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of self-confidence by using the spoken test.

¹⁰ *Ibid.*, p. 190.

To know the means of students' score for each cycle, the researcher will apply the following formula:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

Explanation:

X : the mean of the students

$\sum x$: the total score

N : the number of the students

The percentages of students' self-confidence in speaking ability through simulation technique is calculated by applying the following formula:¹¹

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of student

R : the number of students

T : the total number of students

Finally, researcher summarizes qualitative data by six steps as suggested by Creswell as in the following:¹²

¹¹ Dokumen SMA N 1 Padangsidimpuan

¹² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Sage Pubkication, 2003), p. 190.

Steps 1: organizing and preparing 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.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

Step 3: beginning detail 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: using 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 categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: advancing how the description and themes are represented in the qualitative narrative. This is 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: making 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.

CHAPTER IV

RESEARCH RESULT

This chapter presented the data description by setting of the research, acting, the finding of the actions and discussion.

A. The Data Description

This chapter is focused on the research result. It is talking about the data from setting, first condition before going to the cycle, action which are doing the first cycle and second cycle.

1. Settings

The place of the research was at SMA N 8 Padangsidimpuan. It is located on JL. Mandailing Km. 8.5. It consists 14 classes. Each class consists of 26 until 32 students. There are 45 teachers in this school. There are four English teachers. The English subject had two periods in a week.

The participants of this research were the grade X students of SMA Negeri 8 Padangsidimpuan. The research participants were the students of class X-1. It consisted of 26 students. There were 17 female and 9 male. This class was chosen because the researcher found the problems of students' self-confidence in speaking ability in this classroom. For the first cycle, the students enthusiastic in teaching learning process even though the applying simulation technique was not well organized because of the new technique which brought confusion and complicated. Then, for the second cycle, after redesigning procedures teaching

speaking through simulation technique, the students became active, interested, and have more high self-confidence in speaking ability.

2. First Condition

The researcher came to the class with co-teacher. Then, the researcher gave the first test to the students would be spoken in front of the class, the topic of the test is about speaking at school. The co-teacher observed the students.

Unfortunately, most of them rather brave to speak out in front of the class. The students were less in bravery and performance. The students were frequent gross errors. It could be seen 7 students truly bad have bravery and have bad performance. 18 students were good in bravery and performance. Sometimes they got confidence but sometimes they got trouble in bravery and performance. Therefore, there was one of them truly have high self-confidence. She has bravery and performance in speaking. The total score of the students in bravery and performance was 46 and the number of the students was 26, so the mean was $x = \frac{46}{26} \times 100\% = 1.76$. It means that the students' bravery and performance is almost good.

3. Cycle 1

The first cycle was conducted for one meeting. The meeting was done for ninety minutes. The researcher observed the teacher, the students and classroom process based on the observation, some students seemed to be interested in

teachers' teaching technique. It can be seen from their enthusiasm in doing the simulation technique. However, some students were still uninterested yet.

Moreover, some students still had low motivation in participating in learning speaking activities. Fortunately, the students had almost good in bravery and performance in speaking ability. There are some differences each cycle. For the first cycle, teacher divided class into two groups performance. That consisted of thirteen to each performance. For the observing phase, the researcher observed all the activities in the classroom. Last, for the reflecting phase, the researcher evaluated or interpreted the data would get from the class and make any decisions for the next cycle.

For the second cycle, teacher divided class into three groups which consisted of two groups are nine students and one group are eight students. For planning, action, observation, and reflection step was similar to the first cycle, but in acting used other topic and different group size. It can be viewed in the following table:

No	CYCLE 1	CYCLE 2
1.	Divided into two groups	Divided into three groups
2.	Consist of 13 students	Consist of 8 and 9 groups
3.	The topic speaking at the restaurant	The topic speaking at the Mosque

Table 2: The Differences of each cycle

Therefore, the researcher planned the activities for the first cycle.

(1) Planning

In this stage, the researcher planned and designed activities for simulating speaking at the restaurant to be used to solve the students' self-confidence problem in speaking ability.

- (a) Making lesson plan
- (b) Preparing all materials and instruments that were used in the activity in this cycle.
- (c) Preparing rubric scale for scoring
- (d) Preparing observation sheet for observer and notes for teacher
- (e) Designing procedure of teaching
- (f) Arranging structure of simulation that was done

(2) Acting

The first cycle applied in one meeting. In this cycle, the researcher applied simulation technique in teaching speaking. Classroom activities should maximize opportunity to students to use target language for meaningful purpose, with attention on the message they will talk. In pre-teaching the teacher do some actions:

- (a) Greeting the students
- (b) Arranging the classroom formation
- (c) Telling the learning objectives by simulation technique.

While-teaching were:

- (a) Introducing simulation's rules, props, and documents
- (b) Grouping the classroom into two groups consist of twelve participants
- (c) Giving explanation comprehensively about the language input
- (d) Giving the participants' roles based on scenario
- (e) Tasking the participants to execute the simulation technique

Post-teaching were:

- (a) Applying idea of the topic
- (b) Making conclusion
- (c) Closing the class
- (3) Observing

Observation was done during the action. These are the researcher acted:

- (a) Observing the teacher's teaching and learning explanation
- (b) Observing the execution
- (c) Observing the process of simulation technique works or not
- (d) Observing the students' self-confidence
- (e) Observing the procedures of simulation technique

From the observation sheet, it has found that the teacher came to the class on time, greeted the students, and did the orientation. She was seriously in teaching learning process and concluded the material after doing the class.

For the students, most of students enthusiastic in teaching learning process, still made little noisy in the class, students almost brave in speaking, students

were lack of optimistic to speak out, not all students were optimistic, and some students were shy and did not do eye contact and smiling in execution. Seeing the result of the observation, the researcher realized that the results of activities that have been done were not so successful in solving the students' self-confidence problem in speaking. It can be concluded that the activities should be changed, improved, and completed.

(4) Reflecting

Researcher and the teacher concluded to do the next cycle because the simulation was not successful anymore. The teaching must be reflected by:

- (a) Discussing what happen during the simulation technique
- (b) Explaining the resulting the participants activity
- (c) Analyzed the teacher's and students' mistaken in the execution
- (d) Comparing to the first condition
- (e) Solving the problems by giving the solution
- (f) Encouraging participants to be sensitive to the different assumption, values, goals, and taken position that maybe taken by different person actually in real situation
- (g) Discussing the next simulation

In the next learning, it was needed to overcome motivation of students to have high self-confidence. Re-planning of the simulation in the first cycle, which resolved in the second simulation, clearly will be figured in the following table.

Problems in the First Cycle	The Solution
1. Were not bravery to speak out	1. Teacher explains them that they have good talent must be showed out
2. Afraid to do mistake	2. Teacher understands them to try and practice be optimistic
3. High anxiety	3. Teacher suggests them to be bravery
4. Lack of self-confidence	4. Teacher motivates them to build the self-confidence be bravery, good performance, optimistic, do the eye contact and keep wide smiling

Table 3: The First Cycle Problems and Resolutions

4. Cycle 2

The second cycle was conducted for one meeting. The meeting was done for ninety minutes. The researcher observed all the activities in the classroom. Based on the reflection in the previous cycle, there were still some problems related to the students' self-confidence. Problems in bravery, performance, optimistic, eye contact and smiling.

(1) Planning

In this stage, the researcher planned and designed activities for Speaking at the Mosque to be used to solve the students' self-confidence problem in speaking ability. Researcher's planning was in the following:

- (a) Making lesson plan
- (b) Preparing all material that will be used in this cycle
- (c) Preparing the test in this cycle
- (d) Preparing rubric scale for scoring

- (e) Preparing media that will be needed in teaching learning process.
- (f) Preparing observation sheet for observer and for the teacher.
- (g) Redesigning procedure teaching speaking through simulation technique
- (h) Arranging matched partner to be able to help each other in action
- (i) Giving students' function before the day of simulation activity
- (j) Motivating students to have high self-confidence in speaking
- (k) Setting seat formation widely
- (2) Acting

Researcher in developing simulation technique 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 researcher acted:

- (a) Teacher began the class by opening and continuously introducing the planned simulation was speaking at the mosque about the roles in the simulation
- (b) Teacher divided students into three groups
- (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
- (f) Teacher asked the performers to come in front and took position as given
- (g) Teacher commented to start, the students executed simulation briefly
- (h) Teacher observed the activity
- (i) Teacher managed noisy students while simulation was running soon as possible to avoid sounds disturbance

(j) Teacher used the latest time to motivate them

(k) Teacher closed the simulation

(3) Observing

The items of observation in cycle 2 were similar with cycle 1. Based on the observation sheet, there was an improvement on students' self-confidence in speaking ability. The teacher came to the class on time, greeted the students, and did the orientation. She was serious in teaching learning process and concluded the material. The teacher could improve her ability in taught the class. In the opening the class, the teacher gave good motivation to the students so they had spirit in teaching learning process. They also improve their self-confidence in speaking ability. The teacher could organize the class well. She moved from to group to control the class and gave suggestion.

The students were being active in doing activity. They could apply the self-confidence. The students were enthusiastic in teaching learning process, still made noisy in the class, students were bravery, and self-confidence in teaching learning process students used English language in speaking.

(4) Reflection

Based on the observation sheet, the teacher ability in taught speaking by using simulation was improved. The teacher was able to motivate the students to be self-confidence in speaking ability by using simulation technique in cycle 1 and cycle 2.

The students were more active in the group setting, they did the task cooperatively. Having checked the students spoken test, researcher found that the students' score shown improvement. Based on field notes, the teacher ability in taught speaking by using simulation was done well. Teacher had controlled addition problems; students' noisy, students' condition that were occurred while simulation. as a result, the activities n the second cycle had improved students' self-confidence in speaking ability.

Test scored had shown the students' self-confidence score in each cycle. based on the result, there had been found improvement on students' self-confidence in speaking ability in the first cycle to the second cycle. By using simulation technique, students' self-confidence in speaking ability improved.

B. The Comparative Result of the Action

In the first cycle, the researcher gave spoken tests to know their self-confidence in speaking ability, and their problems in speaking. There were three topics that students have done. The first test is speaking at school, the second test is speaking at the restaurant, and the third test is speaking at the mosque. They would speak out on group. Many students were anxiety, afraid, unoptimistic, and lack of self-confidence. They had problem with bravery, performance, optimistic, eye contact, and smiling.

In the result of the research, the researcher applied five meetings. One meeting for introducing, one meeting for doing the first test, one meeting for the first cycle, one

meeting for the second test, one meeting for the second cycle, and one meeting for the last test. The position of mean score for self-confidence can be presented as follows:

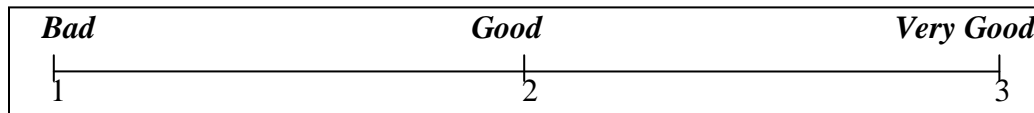


Figure 6: The position of mean score for self-confidence based on the indicator.

In test 1, it is focused on bravery and performance. The students were almost good in bravery and performance. Unfortunately, the students have problems, they were frequent gross errors. It could be seen 7 students truly bad in bravery and performance. 18 students were good in bravery and performance. Sometimes they got confidence but sometimes they got trouble in bravery and performance. Therefore, there was one of them truly have very good self-confidence. She has bravery and performance in speaking. The total score of the students in bravery and performance was 46 and the number of the students was 26, so the mean was $x = \frac{46}{26} \times 100\% = 1.76$. (almost good)

The students were bad in optimistic. it could be seen, 9 students unbelief with their speaking and afraid to speak out. Did not master in themselves. Showing of a few mistakes and have constant errors uncontrolled anymore. 17 were rather exemplary on self-confidence in speaking. Sometimes they convinced but sometimes they fell unconvinced to speak out. Unfortunately, no one who has optimistic in their speaking. The total score of the students in optimistic was 43 and the number of the students was 26, so the mean was $x = \frac{43}{26} \times 100\% = 1.65$. (almost good)

In eye contact and smiling were bad 11 students do not do eye contact and take a bow. They seldom to keep smiling while smiling is quite important to avoid the embarrassed. 15 students do eye contact but did not do smiling anymore. It means that there were no students who did eye contact and smiling when they speak out. It is clearly stated that the students' self-confidence was bad and do not have professional in speaking. The total score of the students in eye contact and smiling was 41 and the number of the students was 26, so the mean was $x = \frac{41}{26} \times 100\% = 1.57$. (almost good). The total score of the students was 130 and the number of the students was 26, so the mean was $x = \frac{130}{26} \times 100\% = 49.98 = 5.0$. The following table could be seen in appendix A.

In the first cycle, the researcher applied one meeting after doing the first test which is talking about speaking in the school. After doing an action in cycle 1, the researcher found the result of speaking test through simulation. It could be seen from the mean score of the students.

In bravery and performance 8 students virtually possible to solve the anxiety. 16 students have bravery no self-confidence and the speaking was virtually impossible, it means that the students were bad in bravery and performance. The total score of the students in doing eye contact and smiling was 56 and the number of the students was 24 because two of them were absence in the meeting, so the mean was $x = \frac{56}{24} \times 100\% = 2.33$. (good)

In optimistic the students were still do frequent gross errors. It could be seen all the students got the enough result except four student who was really bad in optimistic. It means that 20 students have enough self-confidence to present the speaking because still uncertain what they will be spoken. In addition, 4 student in fact did not keep optimistic in speaking so that is why it was a big problem. The total score of the students in optimistic was 45 and the number of the students was 24, so the mean was $x = \frac{45}{24} \times 100\% = 1.87$. (almost good)

In doing eye contact and 3 smiling still keep in trouble with the eye contact and smiling. They did not face to other performers when speak out. It could not be found more 4 students were keep smiling but 17 students still enough in eye contact and smiling to speak out. It is clearly stated that the students' self-confidence is still in decreasing. The total score of the students in doing eye contact and smiling was 49 and the number of the students was 24, so the mean was $x = \frac{49}{24} \times 100\% = 2.04$. The total score of the students was 150 and the number of the students was 24, the mean was $x = \frac{150}{24} \times 100\% = 6.25$. (good). The following table could be seen in appendix B.

The mean of the students' score in the first cycle was higher than first test. So it can be said that the students' speaking skill through simulation increased from 5.0 to 6.25. It can be seen in the following table.

In test 2 is reasonable better than the previous one. In bravery and performance it could be seen 14 students who have bravery and good performance, 12 students

tended to increase in bravery and performance. The total score of the students in doing bravery and performance was 66 and the number of the students was 26, so the mean was $x = \frac{66}{26} \times 100\% = 2.53$. (good)

In optimistic all of students get reaching up except one. It clearly stated that 25 students belief in their self to be self-confidence but there was 1 student still really did not have optimistic in speaking. The total score of the students in optimistic was 51 and the number of the students was 26, so the mean was $x = \frac{51}{26} \times 100\% = 1.96$. (almost good)

In eye contact 3 students got excellent because the students do eye contact and face up other performers. 21 students have got enough in eye contact and smiling and 2 students were still did not have bravery to face up the performers The total score of the students in optimistic was 54 and the number of the students was 26, so the mean was $x = \frac{54}{26} \times 100\% = 2.07$. (good). The total score of the students was 171 and the number of the students was 26, so the mean was $x = \frac{150}{26} \times 100\% = 6.57$. The following table could be seen in appendix C.

The mean of the students' score in the second test was higher than first test. So it can be said that the students' speaking skill through simulation increased from 5.0 to 6.57. It can be seen in the following table.

In the second cycle the researcher found the self-improvement in bravery and performance. It could be seen 24 students have bravery and done the good performance in speaking. It means that the self-confidence really up to. The

enhancement factor is they have understood what self-confidence is. 2 students still enough in bravery and performance because they seldom to practice it more before going to the treatment or action. The total score of the students in bravery and performance was 76 and the number of the students was 26, so the mean was

$$x = \frac{76}{26} \times 100\% = 2.92$$

In optimistic 13 students have kept their self-confidence by keeping optimistic the reason is the students conscious that speaking need high self-confidence and must be optimistic to speak out, 13 student has no frequent errors showing some major mistakes. It means that the lack of self-confidence must be lost upon in speaking. The total score of the students in optimistic was 66 and the number of the students was 26, so the mean was $x = \frac{66}{26} \times 100\% = 2.53$.

In eye contact and smiling was really increased. 10 students did keep smiling and always do the eye contact in facing the other performance. Unfortunately, there were 16 still bashful of other performers they have practiced it and the students becoming more self-confidence. The total score of the students in eye contact and smiling was 62 and the number of the students was 26, so the mean was $x = \frac{62}{26} \times 100\% = 2.38$. The total score of the students was 204 and the number of the students was 26, so the mean was $x = \frac{204}{26} \times 100\% = 7.84$. The following table could be seen in appendix D.

The mean of the students' score in the second cycle was higher than the first cycle. So it can be said that the students' speaking skill through simulation increased from 6.25 to 7.84. It can be seen in the following table.

In the last test could be seen that the students' self-confidence is quite amazing because the students' self-confidence higher and higher step by step. In fact, all the students have been bravery and have acted the best performance, the students speak out vigorously but there was still 1 student who is still lack of in self-confidence but it did not matter the most important that he has practiced the best one. The total score of the students in eye contact and smiling was 77 and the number of the students was 26, so the mean was $x = \frac{77}{26} \times 100\% = 2.96$.

In optimistic 25 students have had optimistic and did not keep in worry to the mistakes. The bravery and the performance gave the students high self-confidence in keeping optimistic. 1 student was enough in optimistic. it can be seen that he has something trouble with his self-confidence but he has tried and that is the best way to be self-confidence. The total score of the students in optimistic was 77 and the number of the students was 26, so the mean was $x = \frac{77}{26} \times 100\% = 2.96$.

In eye contact and smiling of course became higher and higher. It could be seen 16 students do eye contact and keep wide smiling. the student feel self-confidence indeed more and more. 10 students have been better more and more. The total score of the students in optimistic was 68 and the number of the students was 26, so the mean was $x = \frac{68}{26} \times 100\% = 8.53$. The total score of the students was 222 and the number of the students was 26, so the mean was $x = \frac{222}{26} \times 100\% = 8.53$. The following table could be seen in appendix E.

The mean of the students' score in the third test was higher than the second test. So it can be said that the students' speaking skill through simulation increased from 6.57 to 8.53. See in the appendix J.

Based on the data analysis, it could be concluded that students' self-confidence from cycle 1 to cycle 2 in the bravery and performance shows 5.9 % improvement, optimistic 6.63 %, eye contact 3.43 %. The mean score from cycle 1 to cycle 2 based on the criteria is 1.59 % or 1.6 % improvement. All of the students got improvement on their score. There was high improvement. It can be figured out that the highest improvement goes to the students' optimistic and the least improvement come from eye contact and smiling. Whether it is low, it has been found students' improvement than previous self-confidence in speaking ability. It can be seen in appendix J.

In addition, improvement of students' mean score is also figured out in appendix J. The first cycle shown, after conducting simulation students' self-confidence in speaking ability improved becoming 5.77 %. It had been found that students' self-confidence in speaking ability in simulation technique 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 the successful of simulation to improve students' self-confidence in speaking ability, researcher designed another simulation based on the students' agreement to execute. There had been found students' self-confidence in speaking ability improved higher than before to become 8.71 %. There had described that simulation had improved students' self-confidence in speaking skill.

C. The Discussion

Bruce Joyce stated about simulation technique that could provided a variety of learning opportunities in the classroom.¹ Such activities created interest and relieve tension in difficult curriculum areas. Continuously, David J. Schwarz explained that bravery, performance, optimistic, eye contact, and smiling improve self-confidence.²

The researcher has done it and found that the students' self-confidence in speaking ability in the first test was almost good, the first cycle was good, the second test was good, the second cycle was almost very good, and the third test was almost very good. It can be seen in the following table:

Indicator	Test 1		Cycle 1		Test 2		Cycle 2		Test 3	
	score	%	score	%	score	%	score	%	score	%
1	46	1.76	56	1.76	66	2.53	76	2.93	77	2.96
2	43	1.65	45	1.87	51	1.96	66	2.53	77	2.96
3	41	1.57	49	2.04	54	2.07	62	2.38	68	2.61
Mean Score	130	5.0	150	6.25	171	6.57	294	7.84*	222	8.53

Table 4: The Comparative Result of the Action

**Improvement from cycle 1 to cycle 2*

Cycle	Total Score	Mean Score	Ideal Score	%
1	150	6.25	9	69.44
Students' Size	24			
2	204	7.84	9	87.11
Students' Size	26			

Table 5: The Percentage of Students' Self-Confidence in Cycles

¹ Bruce Joyce, Marsha Weil with Emily Calhoun, *Models of Teaching sixth edition*, (USA: CIP, 2000), p. 349.

² David J. Schwartz. *The Magic of Thinking Big*, (Batam: Binarupa Aksara, 2007), p. 88.

For that reason, the implementation of simulation to improve students' self-confidence in speaking ability at SMA N 8 Padangsidempuan, has become one of technique that can be used by the English teacher in teaching speaking.

D. The Threats of the Research

The researcher found the students' weakness in the class when the speaking class happen. The students do not have self-confidence in speaking ability because they are tired so it will make them lazy to speak out. Otherwise, the teachers still use the old method and monotonous so that the students fell bored and not interesting in speaking. The students their selves never try to speak out. So that is why the researcher do the treatment in the research

This research used human instruments in English speaking learning. The observation of researcher and the students' self-confidence in speaking ability were done by researcher herself and an English co-teacher. The data in this research was taken by oral presentation with any subjective in assessment. Video or other tools are needed to make the mark more subjective, and the learning process more effective and efficient. The monitored activities of students in the classroom are presented as the real situation at the research time.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

After analyzing the data, it can be concluded that simulation technique improved students' self-confidence in speaking ability at grade X SMA Negeri 8 Padangsidempuan with 2.99 %. It based on the mean score in which students' self-confidence in speaking ability in cycle 1 was 5.77 % (almost very good) and became 8.71 % (almost very good) in cycle 2. The research consists of three test and two cycles. From the spoken test, the mean score of the students showed improvement. The mean of the first test 5.0 % (almost good), the first cycle was 6.25 % (good), the second test was 6.57 % (good), the second cycle was 7.84 % (almost very good), and the third test was 8.53 % (almost very good).

B. The Suggestion

Had been described simulation technique improved students' self-confidence in speaking ability in English, and implication of the result goes to English teachers of High School. The English teachers can apply the simulation technique in teaching and learning process. By simulation, students will feel like in real situation and contextual learning. Simulation with all structures creates students' self-confidence in speaking ability be better than before and it must be relevant to the social environment and real situation.

The result of this study showed that the use of simulation improved students' self-confidence in speaking ability. The suggestions are special to the teachers, students and other researchers. Therefore, the following suggestions are offered:

- a. Simulation technique is such activities can create interest and relieve tension in difficult curriculum areas, and can be used as an alternative way of English teaching.
- b. For the teacher, it is very wise to use simulation technique in teaching speaking because this technique can stimulate students to pick the students up to be like in real situation and the students' self-confidence will be improved directly.
- c. For the students, it is hoped that by using simulation technique the students more interested in studying English speaking, because simulation technique provides free time to improve the students' self-confidence.

BIBLIOGRAPHY

- Hornby, A. S. *Advanced Learner's Dictionary of Current English New Eight Edition*
New York: Oxford University Press, 2010.
- Abdalah, Yousef Ali. *The Glorious Qur'an*, French: Beirut Publisher, 2009.
- Arthur, H. *Testing for Language Teachers*, USA: Cambridge University Press, 1990.
- Brown, H. Douglas. *Language Assessment, Principles and Classroom Practice*, New York: Pearson Education, 2004.
- Clark and Clark. *Psychology and Language*, New York : Harcourt Brace Jovanovich Inc, 1977.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, USA: Sage Publication, 2003.
- Dale, C. *How to Develop Self-Confidence and Influence People by Public Speaking*, New York: Simon and Schuster, Inc, 1956.
- Preston, David Lawrence. *365 Steps to Self-confidence*, UK: Bagbroke Oxford, 2007.
- Dja'far Siddik. *Konsep Dasar Ilmu Pendidikan Islam*, Medan: Cipta Pustaka Media, 2005.
- Harmer, Jeremy. *The Practice of English Language Teaching*, London: Longman, 2001.
- Holly, Mary Louse, et al. *Action Research For Teachers: Travelling the Yellow Brick Road*, New Jersey: Pearson Merrill Prentice Hall, 2005.
- Hutchinson Tom and Alan Waters. *English for Specific Purpose*, New York: Cambridge University, 1986.
- Ida Royani. *Improving Students' Speaking Skill by Using Simulation Technique*, STAIN Padangsidempuan, 2012.
- Jacinta F. Rini. *Memupuk Rasa Percaya Diri*, Jakarta: Team e-Psikologi, 2002.
- Joyce, Bruce, Marsha Weil with Emily Calhoun. *Models of Teaching sixth edition*, USA: CIP, 2000.

- Lado, Robert. *Language Testing The Construction and Use of Foreign Language Tests*, USA: McGraw Hill Book Company, 1961.
- Lyu, Yeonhwan. *Simulation and Second/ Foreign Language Learning: Improving communication skill through simulations*, Spanyol: The University of Toledo, 2006.
- Mills, Geoffrey E. *Action Research a guide for the Teacher Researcher*, New Jersey: Prentice Hall, 2000.
- Moore, Kenneth D. *Effective Instructional Strategies*, London: Sage Publications.
- Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Kahn. *Translation of the Noble Qur'an in the English Language*, Madinah: King Fadh Complex for the printing of the Holy Qur'an.
- Nirmala Sari. *An Introduction to Linguistic*, Jakarta: DepartemenPendidikandanKebudayaan.
- Nunan, David. *Practical English Language Teaching*, New York: Mc. Grown-Hill Companies Inc, 2003.
- Teaching by Principle*, New Jersey: Englewood Cliffs, 1994.
- O'Malley, Michael J. *Authentic Assessment for English Language Learners*, New York: Mc. Grown Hill Companies Inc, 2003.
- Rica Umrina, *Improving Students' Speaking Skill through Debate at SMA Negeri 1 Padangsidempuan*, STAIN Padangsidempuan, 2011.
- Richards, Jack. C. *Curriculum Development in Language Teaching*, New York: Cambridge University Press.
- Rochiati Wiratmadja, *Metode Penelitian Tindakan Kelas*, Bandung: Rosda, 2005.
- Roestiyah, *Strategi Belajar Mengajar*, Jakarta: Rineka Cipta, 2008.
- Schwartz, David J. *The Magic of Thinking Big*, Batam: Binarupa Aksara, 2007.
- Victoria, N. *Webster New World College Dictionary-3 rd*, New York: Simon & Schuster Inc, 1995.

Wallace, Michael J. *Action Research for Language Teacher*, USA: Cambridge University Press, 1998.

Weir, Cyril. J. *Communicative Language Testing*, UK: Prentice Hall, 1990.

Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Jakarta: Kencana, 2010.

Zuber-Skerrit, Ortrun. *New Direction in Action Research*, London: The Falmer Press, 1996.

CURRICULUM VITAE

Student

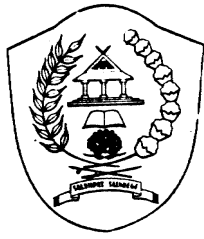
Name : Sulastri
Reg. No : 09.340.0066
Home/ Birth : Padangsidempuan, July 02nd, 1990
Address : Jln. Dwikora II Palopat Pijorkoling
Jln. Mandailing Km. 6.5 Padangsidempuan Tenggara

Parent

Father : Alm. Siddik
Mother : Sabar Menanti

Education

Elementary School : SD Negeri 200501 Salambue
Junior High School : SMP Negeri 8 Padangsidempuan
Senior High School : SMA Negeri 8 Padangsidempuan
College : STAIN Padangsidempuan



PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN
SMA NEGERI 8 PADANGSIDIMPUAN

Jl. Perkebunan Pijorkoling Kec. Padangsidimpuan Tenggara Telp. 0634) 7003015
Kode Pos : 22733

SURAT KETERANGAN
NO. 421.3/011/SMA N.8/2013

Yang bertanda tangan dibawah ini Kepala SMA Negeri 8 Padangsidimpuan Propinsi Sumatera Utara menerangkan Bahwa:

Nama : SULASTRI
NPM : 09. 340 0066
Jurusan : Tarbiyah
Prog. Studi : Tadris Bahasa Inggris (TBI-2)
Alamat : PAL IV Pijorkoling

Benar telah melakukan penelitian di SMA Negeri 8 Padangsidimpuan pada tanggal 02 s/d 20 April 2013, untuk keperluan penyelesaian Skripsi dengan judul:

“IMPROVING STUDENTS’ SELF-CONFIDENCE IN SPEAKING ABILITY THROUGH SIMULATION TECHNIQUE AT GRADE X SMA NEGERI 8 PADANGSIDIMPUAN”.

Sesuai dengan Surat Pembantu Ketua I Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan no. Sti.14/I.B.4/PP.009/313/2013 tanggal 06 Maret 2013.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunyaaaaa.

Padangsidimpuan, 01 Mei 2013

Kepala Sekolah

MANGSUR NASUTION, S. Pd
NIP. 19651225 198803 1 005

TABLE OF CONTENTS

TITLE	i
LEGALIZATION ADVISOR SHEET	ii
AGREEMENT ADVISOR SHEET	iii
DECLARATION OF SELF THESIS COMPLETION	iv
LEGALIZATION EXAMINATION SHEET	v
AGREEMENT CHIEF SHEET	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	xi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv

CHAPTER I: INTRODUCTION

A. The Background of the Problems.....	1
B. The Identification of the Problems.....	5
C. The Focus of the Problems.....	5
D. The Formulation of the problems.....	5
E. The Objective of the Research	5
F. The Significances of the Research	6
G. The Definition of the Key Terms	6
H. The Hyphotesis Action	8
I. The Systematical Organization of Thesis	8

CHAPTER II: REVIEW OF RELATED LITERATURE

A. The Theoretical Review	10
1. Self-Confidence in Speaking Ability	10
a. Self-Confidence	11
1) Definition of Self-Confidence	11
2) The Factors of Self-Confidence.....	12
3) The Way to Improve Self-Confidence.....	13
b. Speaking Ability	16
1) Definition of Speaking Ability	17
2) Principle for Designing Techniques in Teaching Speaking.....	19
3) Evaluation of Speaking.....	23
2. Simulation Technique	26
a. Definition of Simulation Technique	26
b. Advantages and Disadvantages of Simulation Technique	28

c. Advantages of the Simulator.....	29
d. Teacher’s Role in Simulation Technique	30
e. Model of Teaching by Simulation Technique	32
B. The Review of Related Findings.....	34
C. The Conceptual Framework	35

CHAPTER III: RESEARCHMETHODOLOGY

A. The Place and Schedule of the Research.....	37
B. The Research Design	37
C. The Participants	38
D. The Instrumentation	38
E. The Procedures of the Research	39
F. The Technique of Data Analysis	46

CHAPTER IV: RESEARCH RESULT

A. The Data Description.....	49
1.Settings	49
2.First Condition	50
3.Cycle 1	50
4.Cycle 2	55
B. The Comparative Result of the Action.....	58
C. The Discussion	66
D. The Threats of the Research.....	67

CHAPTER V: CONCLUSION AND SUGGESTION

A. The Conclusion	68
B. The Suggestion	68

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 1: The Indicators of Self-Confidence	42
Table 2: The Differences of each cycle	51
Table 3: The First Cycle Problems and Resolutions	55
Table 4: The Comparative Result of the Action	66
Table 5: The Percentage of Students' Self-confidence in all cycles	66

LIST OF FIGURES

Figure 1: The Instructional and Nurturing Effects to the Simulation Model	34
Figure 2: Research Conceptual Framework	36
Figure 3: Action Research Spiral	40
Figure 4: The Students' Progress in Spoken Test	41
Figure 5: Research Procedures (Collecting Data by Spoken Tests)	41
Figure 6: The Position of Mean Score for Self-confidence based on indicator	59

LIST OF APPENDICES

Appendix A: Students' Speaking Ability Score in the First Spoken Test

Appendix B: Lesson Plan in Cycle 1

Appendix C: Students' Speaking Ability Score in the First Cycle

Appendix D: Indicators List of Teacher Classroom Procedures in Cycle 1

Appendix E: Students' Speaking Ability Score in the Second Spoken Test

Appendix F: Lesson Plan in Cycle 2

Appendix G: Students' Speaking Ability Score in the Second Cycle

Appendix H: Indicators List of Teacher Classroom Procedures in Cycle 2

Appendix I: Students' Speaking Ability Score in the Third Test

Appendix J: Students' Mean Score Analysis

Appendix K: Students' Self-Confidence Score Analysis

Appendix L: List of Interview