



THE EFFECTIVENESS OF USING SIMULATION TO MOTIVATE STUDENTS' SPEAKING SKILLS

**(A Case of the Tenth Grade Students of SMK Al Asror Semarang in
the Academic Year 2016/2017)**

a final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

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2017

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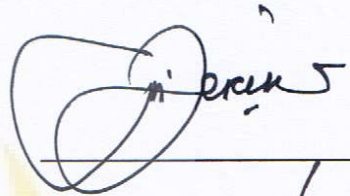
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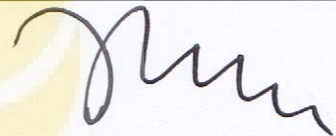
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MOTTO AND DEDICATION

Indeed, Allah will not change the condition of a people until they change what is in themselves. (Ar-Ra'd:11)

And, when you want something, All the Universe conspires in helping you to achieve it. (Paulo Coelho)



Dedicated to:

My supermom, Siti Muhajarah

My late father, A. Musa Asy'ari

All Asy'ariyen Family

DECLARATION OF ORIGINALITY

I, Siti Ruqoyah, hereby declare that this final project entitled *The Effectiveness of Using Simulation to Motivate Students' speaking skills* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography. Even though this final project has been approved by the examiners and the dean of faculty of languages and arts, all of the contents in this final project still become my responsibility. Therefore, if in the future this final project is proven consisting in plagiarism, I will utterly take the responsibility.

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ACKNOWLEDGEMENTS

Bismillaahirrahmaanirrahiim,

Alhamdulillahirabbil'alamin. First of all, I praise Allah SWT, the Lord of the universe, for the superb blessing, faith, health, strength, and inspiration endlessly leading to the completion of this final project. The second, may peace always be upon the messenger, Muhammad SAW who guides his people to the right way. The third, I would like to express my sincere gratitude to Dra. Indrawati, M.Hum. as my advisor, for her valuable time, patience, guidance, advice, correction, and encouragement; so that, I could finish this final project. My special thanks go to all lecturers of the English Department of Universitas Negeri Semarang who have shared their knowledge and opened my mind.

I would also like to thank all teachers, staffs, and students at SMK Al Asror Semarang; especially for the English teacher and the tenth grade students for the opportunity and help to conduct my research in their school. My deepest gratitude goes to my beloved mother (Siti Muhajarah) for her unconditional love and prayer; my late father (A. Musa Asy'ari), for letting his children achieve high education; my brothers, my sisters, my niece and nephews (all Asy'ariyen) for their love, help, prayer, and support during my study. Last but not least, I would like to thank all my friends, especially my roommate who always helps and supports me in finishing this research. I hope this final project will be useful for all the readers.

Siti Ruqoyah

ABSTRACT

Ruqoyah, Siti. 2017. *The Effectiveness of Using Simulation to Motivate Students' speaking skills*. Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Dra. Indrawati, M.Hum.

Keywords: Simulation, Motivation, Speaking Skills.

This final project is based on a study which investigated the tenth grade students' achievement and motivation in speaking English. The study aimed to find out the effectiveness of using simulation to motivate students' speaking skills and to investigate the significant difference of students' speaking achievement between the students taught using simulation and those who were taught using role play. The study employed quasi experimental nonrandomized control group, pretest-posttest design. The data were taken from pre test and post test scores, participants' responses toward the questionnaires, and observation. The results of the study showed that the mean score of the pre test in experimental group was 66.40 while in the control group was 60.75. In the post test, the mean score of the experimental group was 76.60 and the control group obtained 67.00. Another proof was the results of N-gain. N-gain of the experimental group was 0.30 while the control group got only 0.15. Indeed the improvement of students' speaking achievement in the experimental group is twice as much higher than that in the control group. Moreover, the t -test result was 2.64 and t_{table} was 2.03. It can be clearly seen that t_0 is higher than t_{table} . It indicated that there is a significant difference between the experimental and control groups. In other words, simulation technique is more effective to motivate students' speaking skills compared to role play.



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CHAPTER I

INTRODUCTION

In this chapter the writer would like to discuss background of the study, reasons for choosing the topic, statement of problems, objectives of the study, hypothesis, significance of the study, limitation of the study, and outline of the report.

1.1 Background of the Study

Today we live in the 21st century which means that we enter the era of globalization. This era leads us to quick, continuous, and uncertain changes. The changes are not merely in terms of economics, but also in terms of technology, culture, value, and education. Globalization era demands competence and professional manpower to compete in the workplace. Nuraida (2009) says that global life requires such qualified people. Qualified people are those who are able to compete in a good sense. Those people are the result of a good education.

Globalization of education is held to fulfil the market demand of qualified manpower. As Argo (2010) notes, through globalization of education Indonesian manpower are hopefully able to compete in the global market. Moreover, the ASEAN Economic Community (AEC) has been launched in Desember 2015, meaning that the ASEAN members have been implementing global free trade. Chia (2013) states that the AEC has objectives of a single market and production base, a competitive economic region, equitable economic development, and integration into the global economy. It involves liberalization and freedom of

trade in goods, services, and investment, as well as protection and promotion of investment; narrowing the development gap; and free flow of skilled labour and freer flow of capital. Thus, education in Indonesia must produce, willy-nilly, qualified alumni who are ready to work or even creating their own job instead of being slaves in their own homeland. This condition leads high school-graduates to continue their study in vocational schools for they can get both theory and training. Thus, vocational high school needs special techniques for the teaching and learning process in order to achieve the goal that is creating such competent and professional students who are ready to compete in this global free trade era.

Global free trade requires people to communicate using international language that is English. It goes without saying that English speaking mastery is another key, besides competence and professionalism, to grab the world. In terms of globalization it is necessary to learn foreign languages. Therefore, they are in the school curriculum.

Vocational high school teachers today still use conventional method in the teaching and learning process, especially in teaching English. The result of preliminary observation that the researcher conducted in SMK Al Asror Semarang (a new vocational school which has been established for two years) showed that English is one of the frustrating subjects. The students often face many problems in learning English, especially in speaking. The preliminary observation revealed that: (1) the English teacher did not give enough time for students to speak, he only focused on giving theory; (2) the students have low motivation in learning English; (3) the students are less confident in speaking English because they are

afraid of making mistake; and (4) the students who want to speak English usually face some troubles dealing with vocabulary, grammar and structure, pronunciation, how to convey their ideas and arguments communicatively.

Teacher-centered classroom cause the students to be less motivated in learning English. When they are less motivated to learn, their ability can never improve. This phenomenon is such an inversion of the nature of teaching and learning process in vocational school which focusing more in practice than theory. Thus, innovative techniques in the English teaching and learning process have to be applied in order to motivate the students in mastering the English language, especially in the purpose of communication.

There are many techniques to be applied in teaching English speaking skills for high school students, one of them is simulation. Simulation is a language learning model which allows students to express themselves to their peers in a group setting. Some benefits of simulation are allowing students to experiment with new vocabulary and structures and giving students the chance to carry out a task or solve a problem together. The most common view of simulations is that they provide a way of creating a rich communicative environment (a representation of reality) where students actively become a part of some real-world system and function according to predetermined roles as members of that group.

That is why simulation is chosen as a teaching technique to motivate the students' speaking skills since this technique requires more practice in using their English orally and makes them experience a real world.

1.2 Reasons for Choosing the Topic

The topic of this study was chosen based on some considerations. First, students of vocational school are directed to get job soon after they graduate. Meanwhile, many institutions, both profit and non-profit, require English-speaking manpower. In this case, there will be such a plus point for vocational school alumni who can speak English actively when they apply for a job.

Second, speaking is the most difficult part of English learning for almost Indonesian students. This is because of the differences in the system of sound, pronunciation, and grammar. Moreover, they have very limited time to practice their English even in the class. Thus, an appropriate technique is needed to help students overcome their problem related to the acquisition of English speaking skills.

Third, there are a lot of teaching methods which can help students to improve their speaking skills. On the other hand, there are still a few researchers who use simulation for their study. Therefore, the researcher tried to find out how effective is the use of simulation technique to teach speaking for vocational school students considering that the nature of this technique is the same as the nature of teaching learning in such school that is giving more practices than theory.

1.3 Statement of Problems

Based on the background of the study and the reasons above, there are two questions come up in conducting this study. They are as the following:

- 1) Is simulation technique effective to motivate students' speaking skills at the tenth grade students of SMK Al Asror Semarang?

- 2) Is there any significant difference between the speaking test achievement of students who were taught using simulation technique and of them who were taught using role play?

1.4 Objectives of the Study

The followings are the objectives of this study:

- 1) to show the effectiveness of using simulation technique to motivate students' speaking skills;
- 2) to prove whether there is significant difference of students' speaking test achievement between those who were taught using simulation technique and those who were taught using role play.

1.5 Hypotheses

There are two hypotheses in this study; they are null hypothesis and working hypothesis.

H_0 : There is no difference between the students taught by using simulation technique and those who were taught by using role play.

H_1 : There is significant different between the students taught by using simulation technique and those who were taught by using role play. In other words, simulation technique is more effective than role play to motivate students' speaking skills.

1.6 Significance of the Study

The result of this study hopefully will provide some advantages to English teaching and learning development, either theoretically, practically, or pedagogically.

Theoretically, the result of this study is expected to enrich the English teaching and learning literature. It can be used as a reference for those who want to conduct a research in English teaching and learning.

Practically, the result of this study is expected to provide an alternative technique that can be used by English teacher to teach speaking. It is also expected to provide a fun English learning for students, so that they can be motivated and more active in English speaking class.

Pedagogically, simulation is hopefully more often to be applied or used not merely in science, but in language teaching as well.

1.7 Scope of the Study

The scope of this study is limited to the use of simulation technique to teach speaking to the tenth grade students of SMK Al Asror Semarang, in the academic year 2016/2017. This study only focuses on how the application of simulation technique can motivate students to speak actively.

1.8 Outline of the Report

This final project is divided into five chapters, which can be elaborated as follows:

Chapter I covers general background of the study, reasons for choosing the topic, statement of problems, objectives of the study, hypotheses, significance of the study, limitation of the study, and outline of the study.

Chapter II provides the theories underlying the study. It encompasses the review of previous studies, the review of related literature, and the theoretical framework.

Chapter III consists of the method of investigation which comprises research design, population and sample, research variables, type of data, instrument for collecting data, procedures of collecting data, and methods of analyzing data.

Chapter IV presents the data analysis and discussion of the findings. It provides the overall explanation as a result of conducting the research.

Chapter V provides conclusions and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of underlying theory or literature. It is divided into three subsections. They are review of previous studies, review of theoretical studies, and theoretical framework.

2.1 Review of Previous Studies

There are some previous studies related to simulations in language teaching and learning. The descriptions of the previous research findings are as the following:

The research carried out by Yeonhwan Lyu (2006) focuses on the use of simulations in classrooms concerning learning/teaching how to communicate in the target speech community. This research re-examines the general notion of CLT and comprehensible input within a real-world perspective based on Yngve's (1996) theory of Hard Science Linguistics. The discussion about simulations in language learning/teaching presented here is based on Jones' (1982) view. Lyu found that simulations can offer efficient and effective learning in the classrooms while providing naturalistic environments, which maximize the opportunities of creating real communication in EFL classrooms. Learners in simulations are intrinsically motivated due to the characteristic of simulations, which is an important fact in learning how to communicate in the target language successfully. In addition, simulations can help learners to acquire the properties of people through cultural experience so that they know how to behave in that

culture. At last but certainly not the least, learners can improve their communicative strategies through negotiating meanings constantly in simulations.

Ardriyati (2008) conducted an action research entitled “Motivating Students’ speaking skills through Simulation in Business English Classroom”. She conducted this research at English Training Centre (ETC) of the Economic Faculty of UNISBANK. Through this research, she found out that students were highly motivated with the use of simulation. It is shown from the good results of their work on some assignments and task given. Students were keen on attending the class and also felt more confidence as they got enough practice as well as theory.

Suryati (2010) also found in her research entitled “The Effectiveness of Using Simulation in Improving Students’ speaking skills for Vocational High School” that the students who were taught using simulation technique gained better achievement in their speaking test than those who were taught without using simulation technique in which the analysis of the data showed a significant difference between both classes. The use of simulation technique is useful because it gives authentic model and builds contextual situation in group activities that enhances students’ social and personal development.

The above researches have the similarity in common, that is the use of simulation in teaching process. Meanwhile, in this research the writer uses simulation technique compared with role play to teach two groups of students. This research will be in the form of experimental design in which the writer is going to find out the difference in students’ speaking achievement between

experimental group who were taught using simulation and control group who were taught using role-play.

2.2 Review of Theoretical Studies

2.2.1 Simulation

2.2.1.1 General concept of Simulation

Brown (2001:135) defines simulation as an activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences. According to Jones (1982:5) a simulation is reality of function in a simulated and structured environment. This definition shows that simulation has three essential elements: reality of function, simulated environment, and structure.

The participant must step inside the function mentally and behaviourally to carry out their duties and responsibilities in the situation required (Jones, 1982:5). Having participants accept the reality of function is the main part of simulations. The participant must stop thinking that they are students. In simulation, neither students nor teacher exist; otherwise the simulation simply will not work.

Acceptance of the reality of function means that a participant who has the function of doctor must examine the patient, communicating effectively to do the job. The role of students in simulations, therefore, is (1) taking the functional roles such as reporter, survivor, or customer as a participant, (2) stepping into the event, and (3) shaping the event, carrying out their duties and responsibilities. (Lyu, 2006:13)

This feature of simulation increases students' autonomy and motivation, and lowers their anxiety level since they are interacting as equals with a small group of their peers rather than performing for the teacher and class as a whole.

A provided environment must be simulated; otherwise it is not a simulation. In order to fulfil the essential condition of being a simulated environment, there must be no contact between the participants and the world outside of the classroom (Jones, 1982:5). In other words, when the setting for a simulation is an office in a company, we do not provide a real office or building, yet we create a simulated environment representing the office that is outside of the classroom by arranging some desks with other properties like a computer, office materials, and so on. One thing that we need to keep in mind is that only the environment is simulated, the behaviour of the participant is real.

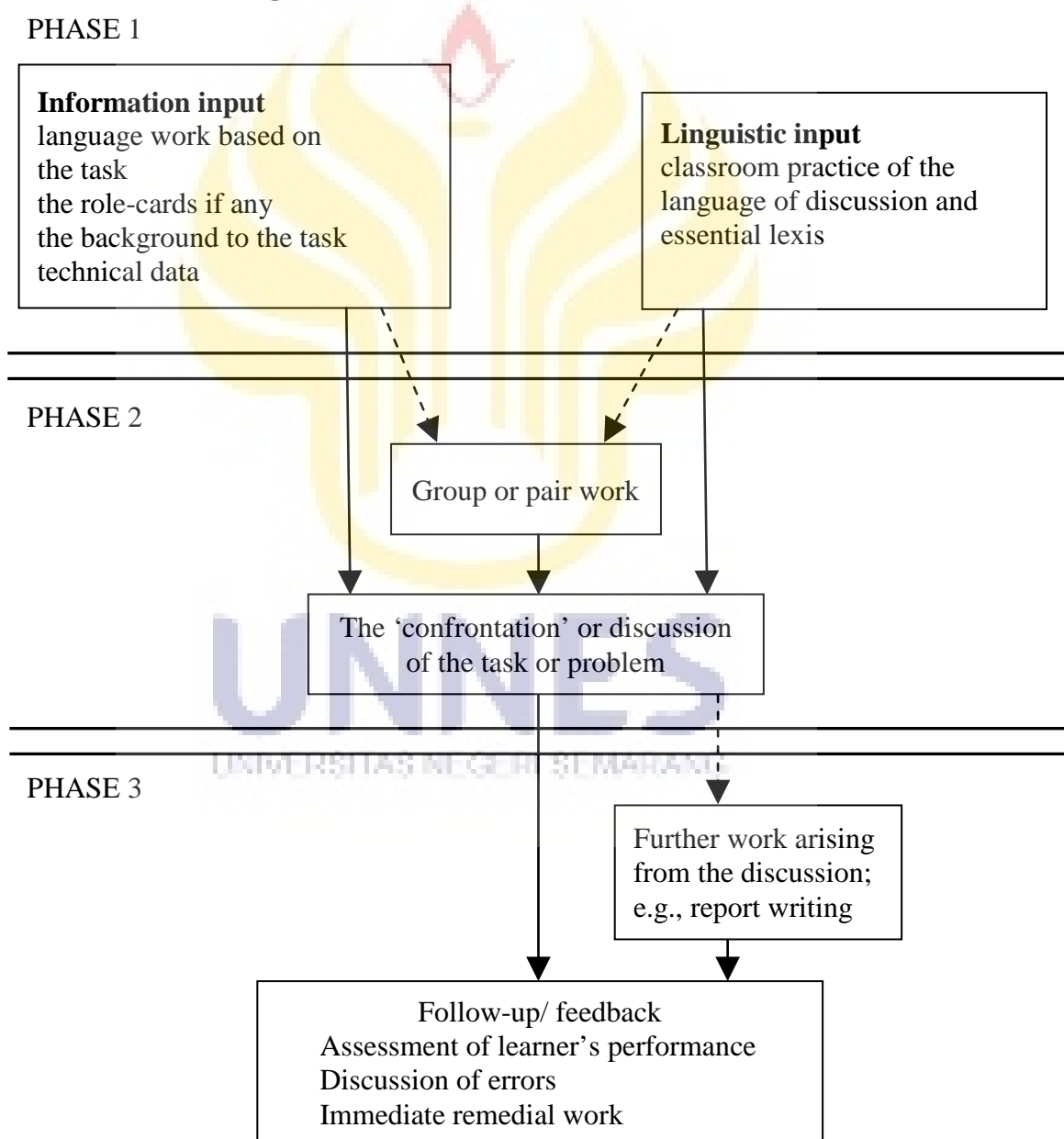
A simulation requires a structure. It must be a structure built around some problem or problems, and the structure must be sufficiently explicit to preserve reality of function. It is important that the essential “facts” of the simulation environment are provided, not invented by the participants, to preserve reality of function (Jones, 1982:5) without structure, it is not a simulation because there is no reality of function.

2.2.1.2 Simulation as a language teaching technique

There are many techniques can be applied in teaching English for vocational school students, one of them is simulation. Simulation is a language learning model which allows students to express themselves to their peers in a group setting, groups comprising usually three or four. Herbert and Sturtridge (1979) explained that simulation is an activity in which students discuss a problem which is in a setting that has been clearly described to them.

Jones (1980:11) divided a simulation into three parts or phases – briefing (phase 1), action (phase 2), and de-briefing (phase 3). Phase 1 is a stage for giving the participants necessary information; phase 2 is the problem solving discussions, and phase 3 is follow-up work. The following figure gives an outline of the structure of a simulation.

Figure 2.1 The Structure of A Simulation



(Adjusted from: ELT Guide – 2, Simulations; A Teaching Aid devised by the English Language Teaching Institute, 1979)

The structure of a simulation provides the students not only with language skills practice, but also with an opportunity for free communication; to some extent it answers the demand for the 'conversation' class. It provides the teacher with the opportunity to take a monitoring role, to observe how the students can cope when speaking spontaneously and to note, not only their errors, but also their language needs.

Using simulation for foreign language learners in a novice level, it is a good idea to use or create simple simulation with less complicated processes such as the following:

1. Phase 1 (Briefing)

- a. Information input: tasks, roles, background.

In determining the task, a teacher must consider several things one of them is identifying the target of the task itself. In this case, a good task is a task that can provide opportunity for students to develop their language skills relevant to their real world needs. In this step, the students were briefed about the task of what they should do in simulation. Different activities in a simulation create a different role for each student. In a simulation, a teacher must determine which role will be taken by the students. So, explanation of the role to be performed is very important to the students so that the purpose of a simulation can be achieved. Then, the teacher gives some information about the condition and situation in the simulation.

- b. Learners engage in information collection tasks

Students' engagement in information collection task is very important in order to understand what they will do and further their engagement will make them become independent learners.

c. Language input: useful lexis, structures, genres, etc.

Before starting the action, the teacher should also provide language input that is related to what they will need to interact, such as a list of vocabulary or expression because of their limitations in the mastery of vocabulary and phrases used in a particular topic.

2. Phase 2 (Action)

Phase 2 consists of the discussion of task or problem in pairs or groups. The groups are trying to find the solution to the problem. Groups in some simulations negotiate with others, when the discussion takes the form of a confrontation between two 'sides', then each side has to have time to prepare its case well in advance. During the action, the teacher can only take a role as a controller. The controller should not interfere at all. A simulation is not taught, and the controller's job is to see and to observe that the simulation flows smoothly, perhaps to take notes.

3. Phase 3 (De-briefing)

Debriefing is essential element of simulation. The teacher helps students understand the exercise, review the language used, and build on weaknesses. Debriefing after simulation activities is very important. Debriefing is not just summing up the event; in fact, it is the most critical stage of the simulation process. Lyu (2006) states "for the basic level learners, the teacher may have to

help them to explain what they did and why by asking questions like “What was your role?”, “Where did you go?”, “What did you want to do/buy/ask?”, “Why did you do that?”, etc. since they may not be able to explain fully in the target language.”

Some benefits of simulation are allows students to experiment with new vocabulary and structures and gives students the chance to carry out a task or solve a problem together.

2.2.2 Role Plays

Joanna Budden in British Council Teaching English (BBC) on her article with the title ‘Role Play’ said that role-play is any speaking activity when you either put yourself into somebody else’s shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

What is meant by imaginary situation is that students imagine of being someone else. They can become anyone they like for a short time. The President, the Queen, a millionaire, a pop star..., the choice is endless. They can also take on the opinions of someone else.

Liu and Ding (2009) stated that role play is an effective technique to animate the teaching and learning atmosphere, arouse the interest of learners, and make the language acquisition impressive. Role play becomes very important in teaching English because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person’s place for a while.

2.2.3 Differences between Simulation and Role Play

Teachers often confused with the definitions of simulation and role play. Based on the definitions above, both simulation and role play are similar. However, the major difference between simulation and role play is that in simulation the essential facts are provided to participants for the functional part such as their sex, their age, their job, etc., while in role play, participants have to “invent” key facts or “act out” scenes according to provided specific scripts or descriptions like, “You are angry because your friend betrayed you.”

In role play, participants are encouraged to act according to the script, which is impossible in simulations, where there is no script. Participants in simulation take on roles accepting duties and responsibilities and function according to their own personalities, instead of playing or acting the role. In simulation, imagination may be involved but invention of key facts should be avoided. See Table 2.1.

Table 2.1 Simulation vs. Role Play

Simulation	Role play
Props are provided. (The environment is provided.)	Props are not necessarily provided. (Participants have to create and imagine key aspects of the environment.)
Key “facts” are provided for “functional part”. (e.g. there are representations for sex, age, job, etc.)	Participants invent key facts or have to act according to a specific script or description provided. (e.g. “You are angry because ...”)
Participants take on a role.	Participants play/act a role.
Imagination may be involved, but invention is prohibited.	Participants are encouraged to create/invent whatever is necessary to play the role.
Creates real communication in a controlled realistic situation.	Do dialogues in a fixed context or improvisational speech in an imaginary one.

2.2.4 *Speaking Skills*

Bygate (1987: vii) states that speaking can be defined as an important tool to communicate with other. While Harmer (2001:87) defines speaking activity as an activity or a task which asks students to have speaking ability to communicate, express thought, ideas, or feeling orally.

Celce-Murcia (2001: 125) stated that speaking English is regarded as a skill which is difficult to learn because when people speak to someone, they have to know how to pronounce, how to deliver the message of the speech and also how to use the rules of speaking. Furthermore, Huebner in Susanti (2007) added that speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

From the above definitions, it can be inferred that speaking is an interactive activity using a language done by speakers by combining codes and messages. In other words, speaking is one of language skill that is used to express ideas, opinions, thoughts and also feelings to others by using words or sounds of articulation.

There are two basic ways in which speaking can be seen as a skill. They are motor perceptive skill and interaction skill (Bygate, 1987: 5-8):

1. Motor Perceptive Skill

Motor perceptive skill involves perceiving, recalling and articulating in the correct sounds and structure of the language. These skills cannot be ignored in speaking.

2. Interaction Skill

Interaction skill covers making decisions about communication, such as what to say, how to say it and how to develop it, in accordance with one's intentions, while maintaining the desired relation with others. In addition to these, interaction skill also involve the ability to use language in order to satisfy particular demands.

2.2.5 *Teaching Speaking*

Speaking in a second or foreign language is more difficult than speaking in a native language. English speaking skill is not easy to be acquired. Many people assume that speaking is the most challenging among listening, writing, and reading skills. That is because speaking is a productive skill. In speaking, people produce utterances (spoken language). In producing utterance, a speaker needs to consider other language elements, such as grammar, rhythm, fluency, pronunciation and intonation. Furthermore, a speaker has to think about how to deliver the message in order to convey the right meaning to audience or listener.

On the other hand, the mastery of speaking skills in English is a priority for many second or foreign-language learners that are the main goal in teaching speaking because the important function of speaking. What is meant by teaching speaking is to teach English language learners to:

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, called fluency. (Nunan in Kayi, 2006)

Teaching speaking is different from teaching other skills. All language teaching methods prioritize speaking but less as a skill in its own right than as a means of practicing grammar (Thornbury, 2005: 28). Speaking is a productive skill, so that, teaching speaking needs interactive and communicative method and technique. As stated by Kayi (2006):

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

When teaching English to second or foreign language learners, especially young learners, teachers have to keep in mind the fact that they face a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, teachers need to vary approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow (Klancar, 2006). Interaction is an important way of learning speaking. Therefore, increased oral emphasis should be included in the English teaching and learning to give the students as much speaking time as possible.

Now many English teachers agree on the idea that students learn to speak in the second or foreign language by “interacting”. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By

using this method in English classes, students will have the opportunity of communicating with each other in the target language. In short, English teachers should create classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or complete a task.

2.2.6 Students' Motivation

Arends (2012:142) defines motivation as the processes that stimulate our behaviour or arouse us to take action. It is such a driving force that makes us do what we do.

Psychologists make the distinction between two major types of motivation: intrinsic and extrinsic. Arends describes the distinction between both types (2012:142):

When behaviour is sparked internally by one's own interest or curiosity or just for the pure enjoyment of an experience, this is called intrinsic motivation ... In contrast, extrinsic motivation kicks in when individuals are influenced to action from external or environmental factors, such as rewards, punishments, or social pressures.

Intrinsic motivation is motivation that comes up from within someone. Someone who is intrinsically motivated will do something because s/he might be interested or challenged in doing that. Extrinsic motivation is motivation which is influenced by the surrounding or environment outside oneself.

Both intrinsic and extrinsic motivations are important in classrooms. Motivation is the backbone of any classroom and the language classroom in

particular (Syomwene, 2016). Student motivation has, for some time, been described as one of the foremost problems in education. It is certainly one of the problems most commonly cited by teachers. Motivation is important because it contributes to achievement, but it is also important itself as an outcome (Ames, 1999).

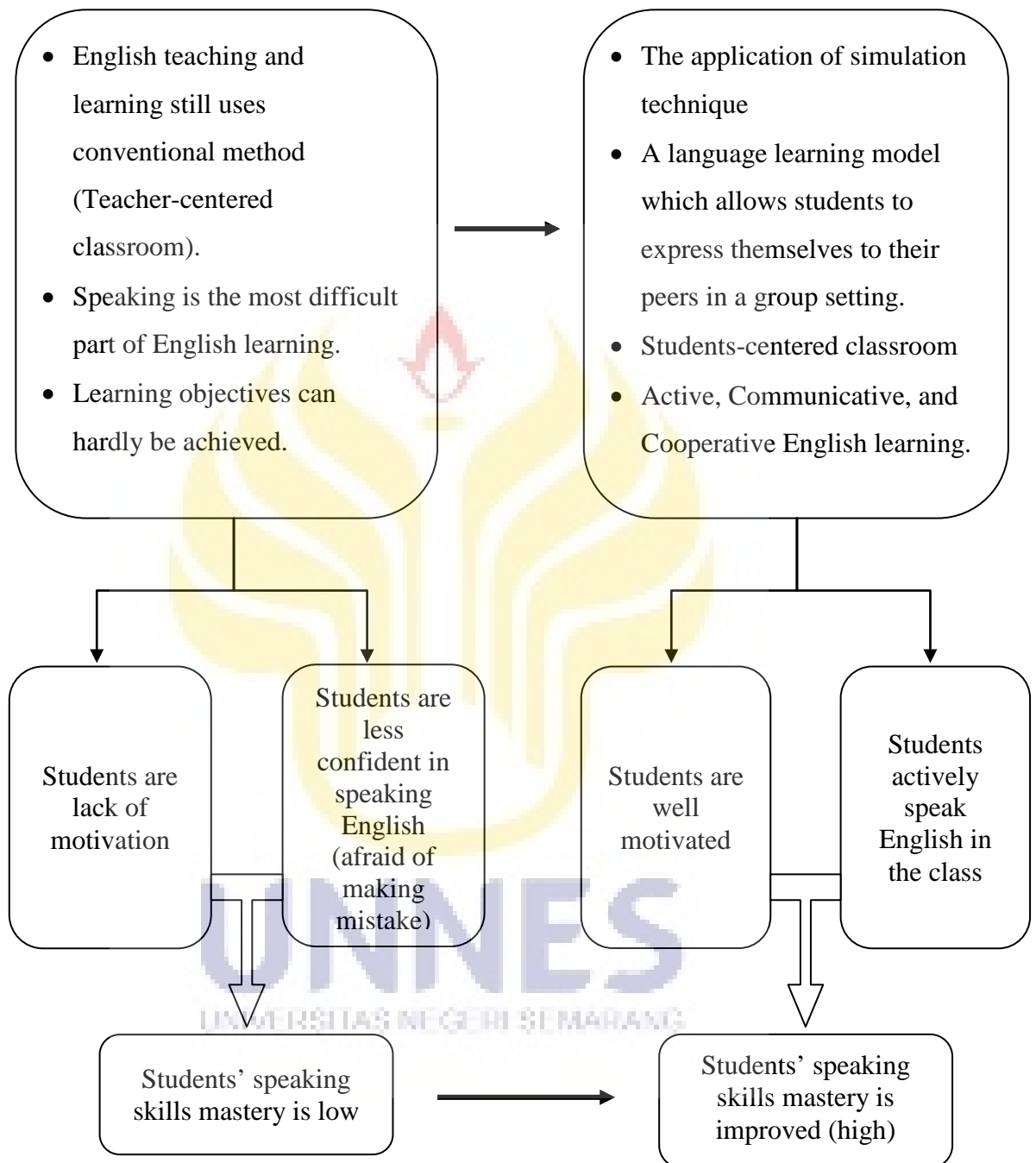
Motivation is inherent in a simulation. It is an integral part. It is not something that is added on by the students; it is part of the structure of the simulation. Since there is no teacher in simulations, learners participate in the activity without trying to please the teacher or worrying about being correct. Making mistakes and even failing the communication are accepted in simulations. Learners do not have to be afraid to fail because communication in simulation does not have to be successful to be beneficial. In fact, failures are as desirable as success (Jones, 1982: 9). Learners have ample chances to make it work, not make it right, while they negotiate meanings in simulation.

As Jones (1982: 11) states, motivation from function and duty is an essential ingredient in a simulation. Therefore, no effort to motivate learners will be necessary as long as learners accept the reality of their functions. Motivation may also come from the emotional satisfaction or the pleasure of power to make decisions and the enjoyment of interactive excitement.

2.3 Theoretical Framework

From both previous studies and theoretical studies above, the theoretical framework of this study is visualized below.

Figure 2.2 Theoretical Framework



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions from the research and data analysis which have been discussed in the previous chapter.

5.1 Conclusions

This research study has been started from the questions whether using simulation is effective to be used in motivating students' speaking skills or not and whether there is significant difference between the students taught by using simulation and those who are taught by using role play at the tenth grade students of vocational school in the academic year 2016/2017. Based on the result of the data analysis and research findings, the writer can draw two conclusions.

The first, the use of simulation technique is quite effective to motivate students' speaking skills. It is proved by the results of N-gain and *t-test: Paired Two Sample for Means*. N-gain for the control group which were taught using role play is only 0.15 (low), while N-gain for the experimental group which were taught using simulation can reach 0.30 (medium). In addition, the calculation of *t-test: Paired Two Sample for Means* showed us that students' speaking skills of both groups after the treatment were higher than before the treatment. There was significant improvement of students' speaking skills of both groups. Indeed the improvement of students' speaking achievement in the experimental group is twice as much higher than that in the control group.

The second, there is significant difference between the students' speaking skills of those who were taught using simulation and those who were taught using role play. The significant difference was calculated using *t-Test: Two-Sample Assuming Equal Variances*. In pre test, t_0 (1.62) was lower than t_{table} (2.03); meaning that students' speaking skills of both experimental and control group were the same. However, t_0 in post test was 2.64. It was higher than t_{table} (2.03). It can be concluded that there is a significant difference between the experimental and control groups. This could reject the null hypothesis (H_0) and the working hypothesis (H_1) was accepted. In other words, simulation technique is more effective to motivate students' speaking skills compared to role play.

5.2 Suggestions

The writer would like to propose some suggestions related to the teaching speaking which hopefully will be useful for students, English teachers and next researchers.

For the students, they are expected to improve their English especially in speaking because English speaking skill is quite difficult; moreover for the second or foreign language learners. They should practice a lot in speaking, do not need to be shy of making mistakes, because practice makes perfect.

Next, for English teachers, they should be creative in choosing strategy and technique in teaching. They had better use such an interesting technique to teach speaking, so that students' boredom in teaching learning process can be avoided. They should make the teaching learning process more interesting,

enjoyable, and educative in the classroom. Moreover, they should give students the chance and allotted time to practice speaking. Therefore, it is recommended for the English teachers to use simulation in teaching speaking because of its effectiveness to help the students to improve their speaking skills. Simulation aids the students to be more active and creative. They are free to speak without any fear of making mistakes.

The last suggestion is for the next researchers. The writer expects that this study can be used as one of useful references for conducting other researches in the same field. The writer also expects that this study can be developed and improved by the next researchers, considering it still has some weaknesses. Instead, the next researchers had better find many other techniques which are up to date, effective, and appropriate for teaching speaking in the future.

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