



**THE EFFECTIVENESS OF USING SIMULATION IN
IMPROVING STUDENTS' SPEAKING SKILL
FOR VOCATIONAL HIGH SCHOOL
(An Experimental Study at the Eleventh Grade Students of
SMKN 2 Jepara in the Academic Year of 2010/2011)**

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submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
Suryati

PERPUSTAKAAN
UNNES

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SEMARANG STATE UNIVERSITY**

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APPROVAL

The final project was approved by the Board of Examiners of the English Department of Languages and Arts Faculty of Semarang State University on 27 September of 2010.

Board of Examiners

1. Chairperson
Drs. Dewa Made K., M.Pd.Sn. -----
NIP. 195111181984031001
2. Secretary
Dra. Rahayu Puji H., M.Hum. -----
NIP. 19661020199702 2001
3. First Examiner
Dr. Abd. Faridi, M.Pd. -----
NIP. 195301121990021001
4. Second Advisor as Second Examiner
Dr. Dwi Anggani L. B., M.Pd. -----
NIP. 195901141989012001
5. First Advisor as Third Examiner
Prof. Dr. Mursid Saleh, M.A -----
NIP. 194406091971021001

Approved by

Dean of Languages and Arts Faculty

Prof. Dr. Rustono, M.Hum
NIP. 195801271983031003

PERNYATAAN

Dengan ini saya,

Nama : Suryati

NIM : 2201406093

Prodi/jurusan : Pendidikan Bahasa Inggris/Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan

sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul:

**THE EFFECTIVENESS OF USING SIMULATION IN
IMPROVING STUDENTS' SPEAKING SKILL
FOR VOCATIONAL HIGH SCHOOL**

**(An Experimental Study at of the Eleventh Grade Students
of SMKN 2 Jepara in the Academic Year of 2010/2011)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang,

Yang membuat pernyataan

Suryati

NIM 2201406093

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Suryati

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ABSTRACT

Suryati. 2010. *The Effectiveness of Using Simulation in Improving Students' Speaking Skill for Vocational High School (An Experimental Study at the Eleventh Grade Students of SMKN 2 Jepara in the Academic Year of 2010/011)*. A Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First advisor: Prof. Dr. Mursid Saleh, M. A. Second advisor: Dr. Dwi Anggani Linggar Bharati, M. Pd.

Key words: simulation, speaking skill, Vocational High School

This final project mainly aims at examining the effectiveness of simulation technique in improving students' speaking skill for Vocational High School. This study was conducted because teaching speaking for vocational school students is not easy. The teaching and learning process must be fun and enjoyable, so the students can be active to elaborate themselves with their own learning styles.

The posttest-only quasi-experimental design was used in conducting the research. The population of this study was the eleventh grade students of SMKN 2 Jepara in the academic year 2010/2011. The experimental group of this study was class TB 1 and the control group was class TB 2. The experimental group was taught by using simulation technique for speaking whereas the control group was taught without using simulation technique. After giving treatment, the posttest, mini role play-open instruction, was conducted in both classes.

Based on the result of the study, the experimental group got 82.91 in average and 84% in percentage of achievement. It showed that the proficiency level in speaking skill for experimental group was in Level 4 and categorized to be very good. Then, the control group got 66.94 in average and 68% in percentage. The proficiency level in speaking skill for control group was in Level 3 and categorized to be good. Based on the difference between two means, it proved that the experimental group got better than the control group. In order to investigate whether the difference in means was statistically significant, the t-test was applied. The t-test application to the scores showed that the obtained t-value (1.71) was higher than the t-table (1.67). Therefore, there was significant difference between the students who were taught by using simulation technique and the students who were taught without using simulation technique. The higher achievement in experimental group shows that using simulation technique in improving students' speaking skill to the eleventh grade students of SMKN 2 Jepara in the academic year of 2010/2011 is effective. It shows that simulation technique could be one of the appropriate techniques in teaching speaking to improve the students' speaking skill because it gives authentic model and builds contextual situation in group activities that enhances students' social and personal development.

MOTTO

1. The best of you is the most contributing for people. (Al-Hadist)
2. Then which of the favours of your Lord will you deny? (The Holy Qur'an, Surah Ar-Rahman: 13)

DEDICATION

This final project is dedicated to:

- ♥ my beloved mother, father, and brother. Thanks for your continuous prayers.
- ♥ all of my teachers. Thanks a lot for the guidance.
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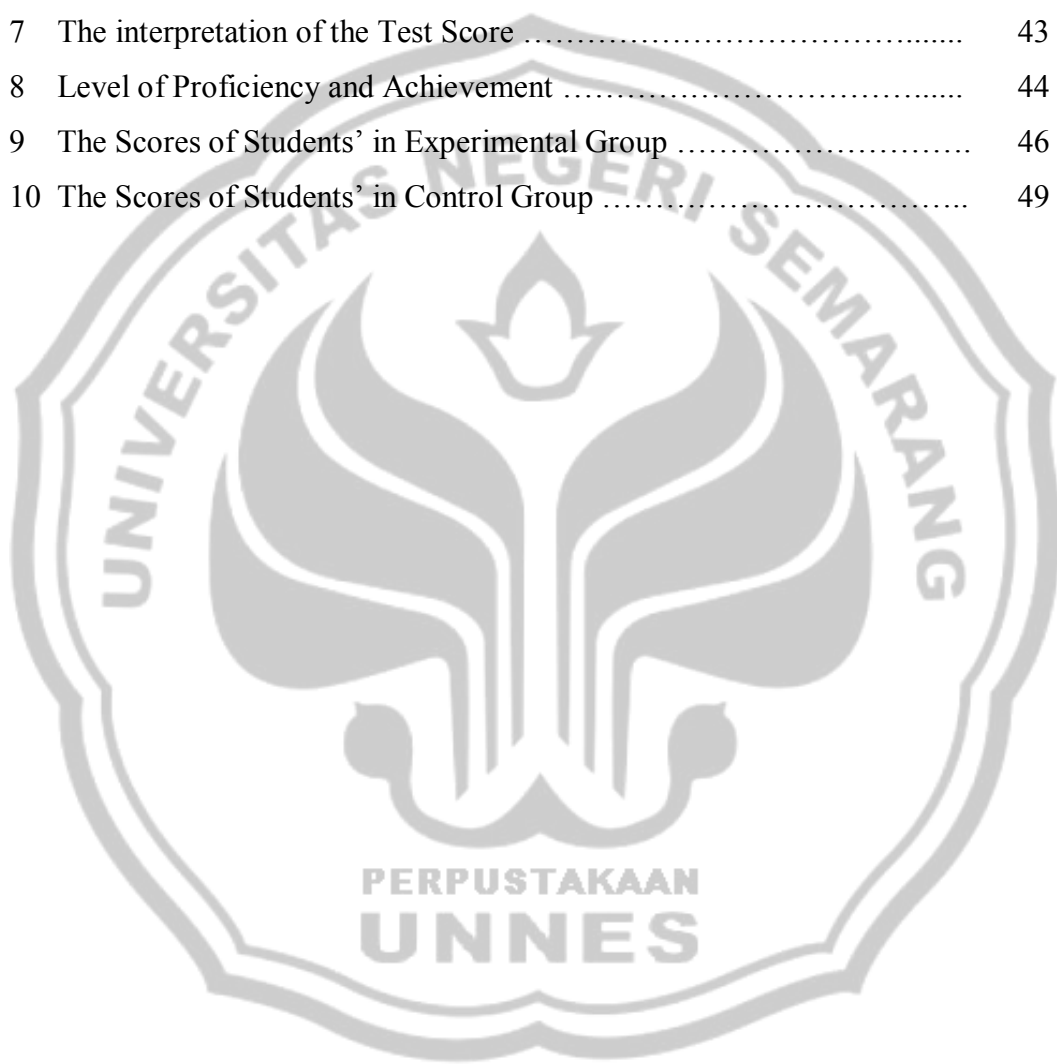
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CHAPTER I

INTRODUCTION

This chapter is divided into seven subsections. They are background of the study, reasons for choosing the topic, statement of problems, objectives of the study, hypothesis, significance of the study, and outline of the report.

1.1 Background of the Study

The globalization era that demands man power with sufficient competency and professionalism has made Vocational High School so important. This phenomenon is reflected in that many students leaving Junior High Schools enter Vocational Schools.

It goes without saying that Vocational High School has some special qualities. Firstly, the alumni that leave from this institution could meet the job requirements in industry or company because they have certificate of *Uji Kemampuan Kompetensi*. With this certificate they would have a chance to get a job easily. Secondly, the alumni could continue their study if they are qualified; adjusted to their vocations.

Hence, the teaching and learning process in Vocational High School needs special techniques in order to achieve the necessary competencies for the students. That demand increases when there is free market in this era that makes manpower exchange takes place rapidly. So that, the students need to master the subjects and

skills suitable with their vocations. They also have to be good in English as an international language, which also used both in industry and business nowadays.

However, according to my observation and interview before doing this final project, the English subject in Vocational High School is still conventional, monotonous and boring for the students. The teachers' successful orientation is still how to deliver all materials from the occupied literature (Suyatno, 2004: 2). It potentially becomes one of the problems for them to reach the goal of the learning process.

Moreover, the situation becomes worse when the teachers rarely update the necessary skills in teaching according to the education progress. They have a drawback to evolve teaching techniques and strategies. The result is teaching and learning process operated in an old way that generates alumni without any sufficient competences.

Another cause is the very limited chance for the teachers to join in seminar, discussion, and training. It makes instructional processes become less innovative. This condition is usually complained especially by those who teach in remote areas.

The phenomena above are contrary to the spirit of the new curriculum (KTSP) which suggests that teachers should be able to enhance their teaching strategies for the sake of the student's competence development (KTSP 2007) (http://id.wikipedia.org/wiki/Kurikulum_Tingkat_Satuan_Pendidikan).

Beside the above demand of the curriculum, the teacher's techniques and the students' learning styles should be in line. Teaching and learning process

should be able to accommodate the different and unique characteristics of the students.

Based on the above arguments, simulation would be an effective technique to solve those problems for Vocational High School. This technique would give supporting environment for the students to elaborate themselves with their own learning styles. I focused on improving students' speaking skill for Vocational High School. Here, the subject of my study will be The Effectiveness of Using Simulation in Improving Students' Speaking Skill for Vocational High School.

1.2 Reasons for Choosing the Topic

There are some reasons in choosing this topic. The first one is because the topic has not been examined yet by many researchers. Most of the them investigated the area of teaching and learning process in Junior or Senior High School in the terms of methods, strategy, and the interaction among the students or between teacher and students in the English class. There are still a few who conducted researches about teaching and learning techniques, especially simulation, for Vocational High School.

The second one is the topic will promise a valuable contribution for English teaching and learning process especially for Vocational High School that is being improved constantly by the government. The simulation technique adapts the students' learning styles and also uses Contextual Teaching and Learning that is needed in vocational classes as demanded by the curriculum. So that, this technique would be an alternative solution for education problem.

The third, the topic would be useful for language development because the simulation technique concerns on speaking skill. Therefore, by analyzing this matter, I hope that the second language learner could get knowledge and information in using English through simulation. This technique uses English as a means of communication not merely studying the language itself.

The last one is the topic gives an advantage for the students in improving their speaking skill and elaborating their learning styles. All the teaching and learning processes held in the context of situation according to the students' vocations. It would give much information for them in using English as the means of communication on their fields.

1.3 Statement of Problems

The problems that are discussed in this study are:

1. How is the speaking test achievement for students taught using simulation technique?
2. How is the speaking test achievement for students taught without using simulation technique?
3. Is there any significant difference in students' speaking test achievement between those taught by using simulation technique and those taught without using simulation technique?

1.4 Objectives of the Study

The purposes of this study are:

1. to find out the speaking test achievement for students taught using simulation technique
2. to find out the speaking test achievement for students taught without using simulation technique
3. to find out whether there is significant difference in students' speaking test achievement between those taught by using simulation technique and those taught without using simulation technique.

1.5 Hypothesis

There are two hypothesis in this study; they are working hypothesis and null hypothesis. Working hypothesis (H_w): there is significant difference in the students' speaking test achievement between experimental group and control group.

Null hypothesis (H₀) : there is no significant difference in the students' speaking test achievement between experimental group and control group.

1.6 Significance of the Study

The results of this study hopefully provide some advantages:

1. For the English teacher

By applying simulation technique, the English teachers can use the results of this study as the feedbacks on their teaching activities so that the students can improve their speaking skill.

2. For the students

Hopefully the Vocational High School students can improve their English speaking skill in an alive class.

3. For the researchers

This study is expected will be one of the alternative references in providing the information for the researchers about teaching speaking through simulation that can be implemented in Vocational High School.

4. For the theoretical and practical implementation for English teaching

The result of this study can be used to improve English teaching, especially in Vocational High Schools.

1.7 Outline of the Study

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, hypothesis, significance of the study, and outline of the study.

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

Chapter III consists of the method of investigation which comprises research design, population and sample, research variables, the experimental design, the research instrument, scoring system, procedures of collecting the data, data analysis, and limitations of the study.

The details of the statistical analysis are discussed in the chapter IV. It includes of general description, result and discussion.

Chapter V provides conclusions of the study and some suggestions noted from the result of the study.



CHAPTER II

REVIEW OF RELATED LITERATURE

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

2.1 Review of Previous Studies

There have been a number of researches concerning with the use of certain media, method, and technique in teaching speaking for High School students. One of the studies is conducted by Anggrahini (1996), entitled “Simulation as A Technique for Developing Speaking Skill of the Third Year Students of SMU”. In her study, Anggrahini concluded that simulation could motivate the students to interact with the others through communication. Thus, it could give them the ability to compete, cooperate, and communicate actively. By using simulation technique, they got real experience in the adult society to which the students soon belong.

Another study is conducted by Nuraini (2009) about “The Application of Contextual Teaching and Learning (CTL) for Teaching Speaking at the Seventh Grade of Junior High School (A Case of the Seventh Year Students of SMP Negeri I Mijen—Demak, In the Academic Year of 2008/2009)”. She pointed out that the application of CTL can be said as an effective way to improve students’ speaking ability because they can be actively involved in the class and study

together. Later, Nugroho (2009) in his final project entitled “The Use of Communication Activities in Teaching Speaking to Improve Student’s Fluency (In the Case of the First Grade Students of SMPN 7 Batang in Academic Year of 2009/2010)” stated that the use of communication activities significantly improve the speaking fluency ability of the first grade students of Junior High School since the t-score of computation ($t = 6.11$) was greater than the t-score in the table (between 1.671 and 1.658).

Based on all those studies, this study has some differences. Firstly, this study that discussed simulation technique used quantitative research. Whereas, the Nuraini’s study used qualitative one. Secondly, this research examined broadly about simulation technique that includes Contextual Teaching and Learning (CTL) and communication activities in teaching speaking. In other words, simulation technique is more complex than CTL and communication activities. Finally, this research conducted in Vocational High School.

2.2 Review of Theoretical Studies

2.2.1 Teaching English as a Second Language

People may have their own reasons for learning English. Harmer (1983) points out some reasons why people learn English: (1) The target language community. As people find themselves living either temporally or permanently in the target language community, they will have to speak the target language to survive in that community; (2) English for specific purposes. The term English for specific or special purposes has been applied for acquiring to learn the language. For

example, an air traffic controller needs English to guide aircraft through the sky. This may be the only time on his or her life when English is used; (3) School curriculum. As English is compulsory subject and a part of the school curriculum, students have to study it. It is such of a must; (4) Culture. It is one of the interesting reasons that some people are attracted to study English. They want to know the background of people who speak it and the places in which it is spoken.

In this study, there are two reasons, at least, why students learn English. First, it is included within the school curriculum from elementary to Senior High School level. It is a must for them to learn English at school. Besides that, English for special purposes also becomes the reason for the students of Vocational School to learn. They need to master it in the different contexts of situation according to their vocations. They should know well the language use of English in the job areas.

However, homogenous English as a Foreign Language (EFL) classes, where all students speak the first same language, English is not used outside the classroom. Thus, it presents some challenges for the teacher especially for speaking classes.

Nunan found the biggest challenges in the EFL classroom to be lack of motivation, getting students to speak (a cultural issue for some where speaking in class is prohibited except when called on), and the use of first language. In addition, large classes are often the norm overseas, limiting both students' opportunities to talk and teacher opportunities to provide feedback. Other problems may arise if the curriculum does not stress speaking skills or views them solely as an avenue to grammatical accuracy; furthermore, if the teacher is non-native speaker of English, he or she may not be competent or confident in speaking English (Celce-Murcia, 2001: 110).

Vocational High School students are less motivated to learn English because it is not directly correlated to their vocations and their future. They focus on the vocational subjects, especially practical ones. Thus, some theoretical subjects like English are reluctant to learn. So that, it is rather difficult to make them speak in the class; they prefer using their first language. They seriously learn English only when facing final or national examination.

The curriculum also does not give enough opportunity to elaborate speaking activities in the class. The time limitation and the demanding schedule are becoming the reasons. Thus, the teacher should organize class activities which are authentic, motivating and varied. The use of authentic and engaging materials should be the basis for in-class activities. Teachers could give various assignments that are enjoyable for students such as watching film, meeting native speakers, listening a certain song, etc. Those all then become the input for further activities in class. Then the students are accustomed to using English both outside and inside the class.

2.2.2 Simulation

Simulation technique is an activity involving complex interaction between groups and individuals based on simulation of real life and experiences (Brown, 2001: 135). In simulations, students can bring items to the class to create a realistic environment. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In role playing, students assume the roles of various characters, such as employer,

employees, bell boy, mechanic, merchant, etc. The role players may practice particular behaviors or skills while the other students observe and then critique the performance and the outcome (Reed, 2002). For instance, if a student is acting as a bellboy, he brings a guest's case and so on while others are paying attention to him and giving some comments.

According to Bygate (1987: 80), simulation is an activity which involves decision-making, in which the participants may act as themselves or in social roles. It is not performed for the audience, and the participants work together within the constraints of the imagery setting. This performance is not to amuse others, but giving experience for the players.

Harmer (2001) added that simulation is an activity in which the students simulate a real-life encounter as if they were doing so in the real world, either as themselves in the specific situation given, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share.

From those all above definitions, it can be concluded that simulation is an oral activity situated in an imagery real life which the participants have roles, functions, duties, and responsibilities to participate actively in the interaction, solve the problems and make some decisions.

Simulations have some characteristics according to Ken Jones (Harmer, 2001):

1. Reality function: the participants must not think of themselves as what they are now, but as real participants in the situation.
2. A simulated environment: a specific given situation.

3. Structure: participants must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

The participants in the simulation have duties and responsibilities to carry out the function needs of them. If they act as some certain characteristics, they must think what should they use, do and decide as effective as possible. In order to make it real, that performance must be in the simulated condition which is separated from the world outside that given situation. So, the participants may not have contact, interaction or consequences with the world outside the classroom. In addition, the teacher as a controller has duty to provide some essential facts, data, and information around the problems to the participants to make it effective.

Simulations generally divide into three phases: firstly, a stage for giving the participants necessary information; secondly, the problem solving discussions, and thirdly, follow-up work (Bygate, 1987: 81). The first stage divide into two activities: information and linguistic input. In the earlier activity, the participants would be informed about the language work based on the task, the role description, the background to the task, and technical data. It is the information about who they are, and what they think and feel. Then, they have classroom practice of the language of discussion and essential lexis. Next, they have sub-group and whole class discussions about the task. And the last, there is a follow-up. It could be the further work arising from the discussion or feedback and evaluation session and immediate remedial work.

Whereas Olshtain and Cohen (Celce-Murcia, 2001: 107-108) recommend several steps for teaching speech act (simulation). First, a diagnostic assessment is

useful for determining what students already know about the act in question. It will give much benefit for teacher about the students' background and their general knowledge about the scenario they would be acted. Second, a model dialogue which is presented aurally and/or in writing serves as language input, after which the class is encouraged to evaluate the situation so as to understand the factors that affect the linguistic choices made in the dialogue. The model could be served by the teacher or such a video that would give many samples of the use of phrases in the certain situations. It will give the sociocultural picture of the target language. Later, students can listen to and practice prototypical phrases used in the speech act, and then perform a role play/simulation (after considering appropriate information about the participants and their role and condition) as a final practice.

There are eight types of simulation that can be applied in teaching speaking according to Ken Jones (Anggrahini, 1996:10-15) as follow:

1. Bafa Bafa

Bafa Bafa is cross-culture simulation, in which there are two different cultures. So, two cassettes recording—one for Alpha culture (warm, friendly) and another for the Beta culture (foreign-speaking, task oriented)—are used as media, besides artifacts, trading cards, and visitor badges. The role of the participants is to solve the problems arising from the cultural differences.

2. Crisis

This simulation is about international conflict. It is developed in the United States by Western Behavioral Sciences Institutes. The participants make

groups of four, representing four countries to lead the bilateral negotiations and world conferences. The duty of the participants is to overcome that international conflict in that forum.

3. Five Simple Business Game

This game consists of five simulations. It can be used singly or series. However, it is better if they are used singly. The participants are divided into four groups; the first three have roles as companies, and the last one as a country. The first simulation is often used at the beginner level because it only takes two decisions in each of the five episodes; how much to produce and what price should be charged. This simulation is related to the teaching of Economy.

4. Humanus

This simulation was designed by Paul A. Twelker and Kent Layden for the study of futurology. This simulation is a provocative survival-type which relates to ethical and social values. The participants have roles as survivors of a world wide catastrophe. This is a portrayal of how the participants should behave as good citizens in helping the casualties: despite the fact that they have to survive against the catastrophe.

5. Man and His Environment

It is about a number of potential industrial and commercial developments. The participants are divided into opponents and proponents. There are role cards with a few sentences of each development shared to the participants.

6. North Sea Challenge

This kind of simulation was designed by Michael Lynch. It connects technological decision making. This simulation is the most complicated one.

7. Radio Convingham

Radio Convingham was designed to motivate the developments of language and speaking skill. It was one of Nine Graded Simulation which was published by the Inner London Education Authority. There are some ways in applying this simulation. Firstly, there has to be “notes for the participants”. The notes explain that they are journalists on the local Radio Convingham, who produce ten minutes program called “News and Views at Seven”. Secondly, the controller provides the sources which are taken from handouts, listener’s letters, or news item. Those sources are given during the course of simulation. It is better if it is facilitated with some essential information about the profile of that radio and the map. In this kind of simulation, the local radio manager plays the important role in leading the game.

8. Talking Rocks

This simulation is written by Robert F. Vernon in 1978. He is an expert of prehistoric petroglyphs and pictographs. This type of simulation is about the survival game which concerns with the theories of petroglyphs and pictographs. It is suitable for children and professors. It only uses some papers to write messages, no talking, which are handed out by the controller. In Indonesia, this kind of simulation is similar to the Boy-scout game called “Seeking Tracks”.

All those kind of simulations can be applied in teaching speaking for High School students. However, only four types of those all that are the most suitable to improve the students' speaking skill and have rather simple problems; they are Bafa Bafa, crises, five simple business game, and Radio Convingham.

All those kinds of simulations are effective when they are open-ended, so that different people have different views of what the outcome should be based on their personal experiences, and a consensus has to be reached. That way there is a dynamic movement as the simulation progresses, with people clearly motivated to say as much as or as little as they need to achieve their aims. Thus, the simulations are more successful if the teacher can draw on the personal experience of then participants.

Simulation gives many advantages for the class activities. First, since it is entertaining, it motivates the students (Kayi, 2009). It is such fun condition that motivates students to speak and use their general knowledge in the given situation. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility for what they are saying. They become more forthright in their opinions and behavior than they might be when speaking for themselves. They have large opportunities to speak, act and interact with others.

Harmer (2001) adds that by broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language than some more task-centered activities may do. Whereas Sandra J.

Savignon (Anggrahini, 1996: 18) states that simulation is the most effective technique in the speaking class because it provides a maximum amount of verbal communication among the participants. In this case, students' speaking skill would be improved. It is reasonable since simulation involves various aspects of skills such as communication, interaction, and social skills (Bygate, 1987: 6). These skills relate to the students' language acquisition. Therefore, simulation is designed to help the students to learn and achieve some specific objectives in speaking in an active climate.

2.2.3 Integrated Approach

The simulation technique concerns on the students speaking skill. However, this technique gives a great chance of elaboration of integrated skill; listening, speaking, reading, and writing. This approach named integrated approach. It accommodates four basic language skills using English both as a means of communication and object of the study. They are approaches that encourage the teaching of all four skills within the general framework of using language for learning as well as for communication (Celce-Murcia, 2001: 301). Thus, the students can enhance their whole language while studying through this technique. For instance, the speaking class deals with related listening, reading and writing skill. The students could use language to deliver their idea and act. Because the proponents of the whole language approach have shown us that is the real world language use, most of our natural performance involves not only the integration of

one or more skills, but connection between language and the way we think and feel and act (Brown, 2001: 234).

There are four types of integrated approaches (Celce-Murcia, 2001). First, content-based language teaching that is proposed by Marguerite Ann Snow. This approach assumes that language is best learned when it is used as a medium of instruction for learning something else, such as academic content. Second approach is literature-based. Sandra Lee McKay shows to the teacher how to use well-selected pieces of literature in the target language as content for a variety of activities that enhance language learning.

The third one is experiential and negotiated language learning that discussed by Janet L. Eyring. It shows how learner's life experiences (those he or she has already had and those the class initiates) can form the basis for meaningful language development and use. Finally, bilingual approach to language learning that describes the various bilingual models found at different levels (elementary, secondary, post-secondary, and adult education), identifying key instructional features and emphasizing the drive for quality instruction. Mary McGroarty, the proponent, assumes that the more effective maintenance and two-way models offer learners an opportunity for quality content education along with a mastery of at least two languages.

Based on above discussions, simulation technique clearly uses experiential and negotiated language learning since all the activities are conducted in humanistic and democratically organized classroom based on students' life experience.

2.2.4 Community Language Learning

According to Charles Curran (1972) learners in the classroom are regarded not as a “class” but a “group” that need certain therapy and counseling (Brown, 2001: 25). So, there are no big gap between teacher and students that usually builds a lumpish atmosphere. The group will be the supportive community for the students to communicate in the target language. The teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situation likely to promote communication. Above all, students are communicators (Larsen-Freeman, 2000: 128-129).

Community language learning (CLL) is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor and a [paraphraser](#), while the learner acts as a collaborator, although sometimes this role can be changed (http://en.wikipedia.org/wiki/Community_language_learning). Based on this definition, the students have a large opportunity to decide the purpose and design the material they want to learn. Then, they could consult it to the teacher that has role as a counselor.

The CCL view of learning is contrasted with other two types of learning, which Curran saw as widespread and undesirable. The first of these describes a putative learning view, which is long popular in Western culture. In this view, “the intellectual and factual processes alone are regarded as the main intent of learning, to the neglect of engagement and involvement of the self”. The second

view of learning as “animal learning”, in which learners are “passive” and their involvement limited (Richards and Rodgers, 1986: 117)

In the CLL class, the teacher-counselor should be able to speak the learners' L1. It's a method that is based on English for communication and is extremely learner-focused. Although each course is unique and student-dictated, there are certain criteria that should be applied to all CLL classrooms, namely a focus on fluency in the early stages, an undercurrent of accuracy throughout the course and learner empowerment as the main focus (Jo Bertrand in [http://www.teachingenglish.org.uk/...](http://www.teachingenglish.org.uk/)).

This method seeks to encourage teachers to see their students as "whole" persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced (http://www.englishraven.com/method_community.html). Thus, this method must fulfill some necessary psychological requirements for successful learning that are collected under the acronym SARD which S stands for security. Unless learners feel secure, they will find it difficult to enter into a successful learning experiences. A stands for attention and aggression. R stands for retention and reflection. D denotes discrimination, relating one thing to another. (Richards and Rodgers, 1986: 118).

Each of the participants in CLL class has his or her own role. Learners are expected to listen attentively to the knower, to freely provide meanings they wish to express, to repeat target utterances without hesitation, to support fellow members of the community, to report deep inner feelings and frustrations as well

as joy and pleasure, and to become counselors to other learners. The teacher, meanwhile, has role to provide a safe environment in which ‘clients’ can learn and grow, and operate the class activities without conventional materials, depending on student topic to shape and motivate the class. Whereas, a textbook is not considered a necessary component; materials may be developed by the teacher as the course develops. Conversations may be also being transcribed and distributed for study and analysis, and learners may work in groups to produce their own materials, such as script for dialogues and mini dramas. (Richards and Rodgers, 1986: 120-126).

In relation to above explanation, simulation technique is based on Community Language Learning method which class would be divided into some groups to act certain characters in the certain situations within the materials that not merely from the textbook. The group would be the supportive community to encourage the students to speak up. And the teacher could hold a role as a “counselor” that guide and help the students in practicing certain scenarios. They, in the group, also give evaluation and suggestion to each other that would build a conducive environment in the community.

2.2.5 Contextual Teaching Learning

Contextual Teaching Learning (CTL) invites students to get their truly experiences during the learning process, there is no longer separation between text and context. Thus, the students will get much exposure in the classroom, taking advantage of being with the people using target language. Because high school

students are of course becoming increasingly adult like in their ability to make those occasional diversion from the “here” and “now” nature of immediate communicative context (Brown, 2001: 92). It is a good former step for learners to use English in the daily communication (Slattery and Willis, 2003:23). Students have some new responsibilities in simulation that they might not be accustomed to using English in their speaking class.

Contextual Teaching and Learning (CTL) helps us relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. One of its strategies is using multiple contexts. Theories of situated cognition suggest that knowledge can not be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. CTL experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family) (<http://www.cew.wisc.edu/teachnet/ctl/>). It is easily assumed that simulation technique also applies CTL to build a certain context to build simulated environment.

2.2.6 Learning Style

Intelligence was once viewed strictly as the ability to perform (a) linguistic and (b) logical-mathematical problem solving. For many years, we have lived in a world of standardized, norm-referenced test that are timed in a multiple-choice

format consisting of a multiplicity of logic-constrained items, many of which are inauthentic (Brown, 2004: 11-12). However, then learners' preferred ways of learning (their learning styles) may influence overall orientation to the learning task and the kind of input (for example, spoken or written) they find it easiest to work with (Ellis, 1997: 73).

Cornett (Celce-Murcia, 2001: 369) describes learning styles as the general approaches—for example, global or analytic, auditory or visual—that students use in acquiring a new language or in learning any other subject. These styles are the overall patterns that give general direction to learning behavior. Another definition is proposed by Dunn and Griggs that stated in the same book. They define learning styles as the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others.

There are four dimensions of learning style that are likely to be among those most strongly associated with L2 learning as follows:

1. Sensory Preferences

Sensory preferences refer to the physical, perceptual learning channels with which the students is the most comfortable. They can be broken down into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented) (Celce-Murcia, 2001: 360).

Visual students like to read and obtain a great deal from visual simulation. They will be able to recall what they see and will prefer written instructions. These students are sight readers who enjoy reading silently. Better yet, present

information to them with a video. They will learn by observing and enjoy working with computer graphics, maps, graphs, charts, cartoons, posters, diagrams, graphic organizers, and text with a lot of pictures. In contrast, auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral instruction. Students with this style will be able to recall what they hear and will prefer oral instructions. They learn by listening and speaking. These students enjoy talking and interviewing. They are phonetic readers who enjoy oral reading, choral reading, and listening to recorded books. They learn best by interviewing, debating, participating on a panel, giving oral reports, and participating in oral discussions of written material.

Tactile and kinesthetic students like lots of movement and enjoy working with tangible object, collages, and flashcards. Tactile learners understand directions that they write and will learn best through manipulative. Try using the Language Experience Approach (LEA) when teaching these students to read. These students will also benefit from whole language approaches to reading. They'll learn best by drawing, playing board games, making dioramas, making models, and following instructions to make something. While kinesthetic learners need to involve their whole body in learning. Total Physical Response is a good ESL method for them. They remember material best if they act it out. These students learn best by playing games that involve their whole body, movement activities, making models, following instructions

to make something, and setting up experiments. (<http://erythingesl.net/in-services/learningstyle.php>).

2. Personality Types

Another style aspect that is important for L2 education is personality type, which consists of four strands: extrovert versus introvert; intuitive random versus sensing-sequential; thinking versus feeling; and closure-oriented/judging versus open perceiving (Celce-Murcia, 2001: 360).

- a. Extroverts gain their greatest energy from the external world by having many friendships. In contrast, introverts derive their energy from the internal world, seeking solitude and tending to have just a few friendships, which are often very deep. They can work together with the teacher's help to organize the class.
- b. Intuitive-random students think in abstract, futuristic, large scale, and nonsequential ways. They like to create theories and new possibilities, often have sudden insights, and prefer to guide their own learning. In contrast, sensing-sequential learners are grounded in the here and now, they like facts rather than theories, want guidance and specific instruction from the teacher, and look for consistency. The key to teach both of them is to offer variety and choice.
- c. Thinking learners are oriented toward the stark truth, even if it hurts some people's feelings. They want to be viewed as competent and do not tend to offer praise easily. In comparison, feeling learners value other people in very personal ways.

d. Closure-oriented students want to reach judgments or completion quickly and want clarity as soon as possible. These students are serious, hard-working learners who like to be given written information and enjoy specific tasks with deadlines. In contrast, open learners want to stay available for continuously new perceptions and are therefore sometimes called “perceiving”. The L2 teachers can create cooperative groups that include both types of learners, since they can benefit from collaboration with each other.

3. Desired Degree of Generality

Third strand contrasts the learner who focuses on the main idea or big picture with the learner who concentrates on details. Global or holistic students like socially interactive, communicative events in which they can emphasize the main idea and avoid analysis of grammatical minutiae (Celce-Murcia, 2001: 361).

Global learners are spontaneous and intuitive. They do not like to be bored. Information needs to be presented in an interesting manner using attractive materials. Cooperative learning strategies and holistic reading methods work well with these learners. Global learners learn best through choral reading, recorded books, story writing, computer programs, games and group activities.

In comparison, analytic students tend to concentrate on grammatical details and often avoid more free-flowing communicative activities. Analytic learners plan and organize their work. They focus on details and are logical.

They are phonetic readers and prefer to work individually on activity sheets. They learn best when information is presented in sequential steps, lessons are structured and teacher-directed, goals are clear, and requirements are spelled out (<http://erythingesl.net/inservices/learningstyle.php>).

4. Biological Difference

Differences in L2 learning style can also be related to biological factors, such as biorhythms (convenient time to learn), sustenance (need for food and drink while learning), and location (nature of environment).

An L2 teacher can manage a class within students whose learning styles are different if he knows well of each type. He can create benefit of each difference.

2.2.7 Standar Kompetensi Lulusan (SKL) of Vocational High School

- 1) Novice level; related to the activities in daily life that need skills of listening, speaking, reading and writing in personal or transactional text type.
- 2) Elementary level; related to the activities in the work place that need skills of listening, speaking, reading and writing in personal or transactional text type.
- 3) Intermediate level; related to the activities in the professions that need skills of listening, speaking, reading and writing in personal or transactional text type. (“<http://www.puskur.com>”)

Those three levels become the basis to decide Competence Standard and Basic Competence in each vocation. Later, these CS and BC are developed into syllabus and lesson plan.



CHAPTER III

METHODS OF INVESTIGATION

This chapter deals with research design, population and sample, research variables, the experimental design, the research instrument, scoring system, procedures of collecting the data, data analysis and limitations of the study.

3.1 Research Design

The research in this study used quantitative method that is a numerical method of describing observations of materials or characteristics. In this term of quantitative data, the statistical analysis was used to calculate the numeral data that were gathered and to analyze them by scoring system. In constructing research design, the quasi-experiment design, exactly the static-group comparison one, is applied because this research would be in the school. It would be difficult to assign treatment groups randomly. The design has two characteristics: research participants are not randomly assigned to the two treatment groups, experiment and control; and a posttest, but no pretest, is administered to both groups (Gall-Gall-Borg, 2003: 402). This design belongs to true experimental designs. It is one of the most effective in minimizing the threats to experimental validity.

It involves selecting groups, upon which a variable is tested, without any random pre-selection processes. For example, to perform an educational experiment, a class might be arbitrarily divided by alphabetical selection or by

seating arrangement. The division is often convenient and, especially in an educational situation, causes as little disruption as possible (Shuttleworth, 2008). After this selection, the [experiment](#) proceeds in a very similar way to any other experiment, with a variable being compared between different groups.

This method relies heavily on the quantitative measures with relationships among variables commonly shown by mathematical means those would be collected and analyzed.

3.2 Population and Sample

3.2.1 Population

The population (target group) is that group about which the researcher is interested in gaining information and drawing conclusions (Tuckman, 1978: 227). The population of this study was the total number of students in SMKN 2 Jepara especially in grade XI in academic year 2010/2011 that was 325 students. It was divided into five vocations, namely *Kriya Logam* (2 classes), *Kriya Keramik* (2 classes), *Kriya Kayu* (2 classes), *Batik* (1 class), and *Tata Busana* (2 classes). Each class consists of 35 students in average.

3.2.2 Sample

Best (1981:8) says a sample is a small proportion of a population selected for observation and analysis. The researcher made certain inferences about the characteristics of the population that is drawn.

Saleh (2001: 34) suggests that there are some requisites that are needed to make representative sample. They are based on the number of samples and the

sampling technique that is used. Based on the earlier requisite, the sample must be large enough to represent the population. Thus, there is no maximum limitation to determine it. But, the homogenous population, basically, does not need a large number of samples.

Since the population of this research was large enough, the researcher took two classes as sample. Here, the researcher took *Tata Busana 1* (TB 1) as the experimental group and *Tata Busana* (TB 2) as the control one. It based on the consideration that both class have nearly equal average of achievement in English in the second semester of the first grade, both are mostly women and they are in the same vocation.

3.3 Research Variables

Variable is the object of study or the focus of the study (Arikunto, 2002: 94). Brown defines variables as human characteristics or abilities that differ over time or among individuals (1988: 7). In this study, there are two variables involved, those are:

1. Independent Variable

It is variable that will be studied its relation or influence toward other certain variable that becomes main discussion. In experimental research, the independent variable is the presumed cause of the dependent variable. It is that factor which is measured, manipulated, and selected by the experimenter to determine its relationship to an observed phenomenon (Tuckman, 1978: 58-59). Thus, the independent variable of this research was the teaching technique.

2. *Dependent Variable*

It is a main study that will be examined its condition by studying its relation with other variable. In experimental research, the dependent variable is the presumed effect of the independent variable. It is that factor which is observed and measured to determine the effect of the independent variable, that is, that factor that appears, disappears, or varies as the experimenter introduces, removes or varies the independent variable. Based on that explanation, the dependent variable in this research was the students' speaking skill.

3.4 The Experimental Design

In this study, I used post-test only quasi-experimental design. This design is identical to posttest-only control group design except for the random assignment of subject to conditions. The design of the experiment could be described as follow:

X	O_1
C	O_2

Where:

X : experimental variable manipulated (The use of simulation technique)

C : control variable

O_1 : a test for experimental group

O_2 : a test for control group

— — . : intact nonequivalent group

After receiving different treatments, the two groups were given a posttest, and then the data gathered were analyzed.

3.5 The Research Instrument

An instrument plays an important role in a study in the sense that the instrument will influence the data obtained. The instrument used in this experiment was intended to measure the students' speaking skill. Therefore, it was a test as the instrument for collecting data because the best instrument to measure the individual competence and ability was test.

The researcher used speaking test that was mini role play—open instruction, very limited information for doing the role play. Specific roles were assigned to two students, they have large opportunity to chose their partners. Then these students carried out a conversation after they made a brief scenario.

3.6 Scoring System

In order to score the students' results in the speaking test, the researcher used the Foreign Service Institute—rating procedure that developed by Vallette (1975). This scoring technique was used to measure the students' speaking skill especially in accent, grammar, vocabulary, fluency and comprehension. This scoring system can be seen as follow:

Table. 1. FSI Weighting Table

Proficiency Description	1	2	3	4	5	6	
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
TOTAL							

Table.2. The FSI numerical rating procedure

Component	Point	Criteria
Accent	1	Pronunciation frequently unintelligible
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
	3	“Foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
	4	Marked “foreign accent” and occasional mispronunciations that do not interfere with understanding
	5	No conspicuous mispronunciations, but would not be taken for native speaker
	6	Native pronunciation, with no trace of “foreign accent”
Grammar	1	Grammar almost entirely inaccurate except in stock phrases
	2	Constant errors showing control of very few major patterns and frequently preventing communication
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and understanding
	4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
	5	Few errors, with no patterns of failure
	6	No more than two errors
Vocabulary	1	Vocabulary inadequate even for the simplest conversation
	2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
	3	Choice of words sometimes inaccurate, imitations of vocabulary prevent discussion of some common

		professional and social topics
	4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any nontechnical subject with some circumlocutions
	5	Professional vocabulary broad and precise; general v vocabulary adequate to cope with complex practical problems and varied social situations
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible
	2	Speech is very slow and uneven except for short or routine sentences
	3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
	5	Speech is effortless and smooth, but perceptibly non-native in speed and evenness
	6	Speech on all professional and general topics as effortless and smooth as a native speaker's
Comprehension	1	Understands too little for the simplest type of conversation
	2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
	3	Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing
	4	Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing
Component	5	Understands everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid or slurred speech
Comprehension	6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker

(Vallette, 1975:159-160)

The total score then interpreted with the Conversion Table as follow:

Table. 3. The FSI Conversion Table

Total score	Level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+

(Vallette, 1975: 160)

Those five levels of proficiency are described as follow:

Table. 4. The FSI Level of Proficiency

Level	Description
1	Able to satisfy routine travel needs and minimum courtesy requirements
2	Able to satisfy social demands and limited work requirements
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs
5	Speaking proficiency equivalent to that of an educated native speaker

(Vallette, 1975: 157-158)

3.7 Procedures of Collecting the Data

Procedure of experiment is the guideline for conducting the experiment. The procedure of collecting the data in this research can be seen as follow:

Firstly, the choice of subjects should be clearly approved by the school's Headmaster and the classroom's teacher. I asked permission to the school headmaster of SMK N 2 Jepara to collect data by doing observation in the school classrooms. After the permission was given, I met the English teacher to consult the instrument to get students' classes' number, name list, students' number, teaching schedule and the students' information. The next step was determining whether the class *Tata Busana* (TB 1) as the experimental group and the Class *Tata Busana* 2 (TB 2) as the control group. It is possible that the two classes are nonequivalent, but the researcher minimized it. It based on the consideration that both class have nearly equal average of achievement in English in the second semester of the first grade, both are mostly women and they are in the same vocation.

Next, I conducted the real experiment that was giving a treatment by using simulation technique in teaching speaking to the experimental group and using lecturing technique in teaching speaking to the control group. This experiment was conducted in order to determine whether there is significant difference in speaking test achievement between the experimental group and control group. The clear description of conducting the treatment to both experimental and control groups can be seen in the table as follow:

Table. 5. Treatment for experimental group

Activities	Material	Date	Learning process
First meeting	Making and handling reservation dealing with food (restaurant); Building knowledge of the field and Modeling of the text	August, 18 th 2010	<ul style="list-style-type: none"> • The students were given the explanation about the lesson and the simulation technique.
Second meeting	Making and handling reservation dealing with food (restaurant); Joint Construction of the text	August, 19 th 2010	<ul style="list-style-type: none"> • Some essential information about the roles of each participant involved in the topic were given.
Third meeting	Making and handling reservation dealing with accommodation; Building knowledge of the field and Modeling of the text	August, 23 rd 2010	<ul style="list-style-type: none"> • Models of the text were given both by the teacher's voice and a film related to the topic.
Fourth meeting	Making and handling reservation dealing with accommodation; Joint construction of the text	August, 30 th 2010	<ul style="list-style-type: none"> • The students tried to practice the text. • The students make their own scenario to perform.
Post test	Speaking test, mini role play—open instruction	September, 1 st 2010	

Table. 6. Treatment for control group

Activities	Material	Date	Learning process
First meeting	Making and handling reservation dealing with food (restaurant); Building knowledge of the field and Modeling of the text	August, 18 th 2010	<ul style="list-style-type: none"> • The students were given the explanation about the lesson. • Models of the text were given by the teacher's voice.
Second meeting	Making and handling reservation dealing with food (restaurant); text comprehension	August, 23 rd 2010	<ul style="list-style-type: none"> • The students tried to practice the text. • The teacher gives some corrections of some mispronunciations.
Third meeting	Making and handling reservation dealing with accommodation; Building knowledge of the field and Modeling of the text	August, 24 th 2010	<ul style="list-style-type: none"> • Some questions related to the text were asked to the students.
Fourth meeting	Making and handling reservation dealing with accommodation; text comprehension	August, 30 th 2010	
Post test	Speaking test, mini role play—open instruction	September, 1 st 2010	

3.8 Data Analysis

The obtained data were analyzed to get the final result. T-test formula was used in this research to analyze the data; to determine whether there was a significant difference between the means of the experimental and the control

groups. It showed the final result from both experimental and control groups given different treatments. The following is the formula:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N(N-1)}}}$$

Where:

M_1 = The mean score of the experimental class

M_2 = The mean score of the control class

$\sum X_1^2$ = The total of the squared score of the experimental class

$\sum X_2^2$ = The total of the squared score of the control class

N = The total number of the students

Therefore, the application and the result of the investigation will be discussed in chapter IV.

3.9 Limitations of the Study

Since some practical reasons, this study has some limitations:

- (1) Since the research was conducted in fasting month. Therefore, the study was limited to five meetings before holiday; four meetings were for conducting the treatment and one meeting was for conducting the post test.
- (2) Due to the fact that it was fasting month, so the study was limited at around 1 hour every meeting. Thus, to complete one material the researcher needed 2 meetings.

- (3) Since this research should follow the school curriculum, so the materials were adjusted to it.
- (4) Since this study used a quasi-experimental design, so that the two groups might not be necessarily the same before any instruction takes place and may differ in important ways that influence what speaking progress they are able to make.



CHAPTER IV

DATA ANALYSIS AND DISCUSSION

Chapter IV covers the data analysis and the discussion of the research findings. This chapter deals with students' achievement of the speaking test, the difference in mean of speaking test achievement between the two groups of the students, and discussion.

4.1 Students' Achievement of Speaking Test

Mini role play—open instruction was used in this speaking test. The Foreign Service Institute (FSI)—rating procedure was used as scoring system. There are five aspects of speaking skill that were assessed; accent, grammar, vocabulary, fluency and comprehension, with the maximum score was 99.

Based on the FSI rating procedure, the students' scores were interpreted into FSI Conversion Table that consists of five levels of speaking proficiency. Then, I make it simple into four general classification as follows:

Table. 7. The interpretation of the Test Score

Test Score	Probable Performance
79 – 99	Good to excellent
58 – 78	Average to good
37 – 57	Poor to average
16 – 36	Poor

While the average of the scores is obtained by finding their mean (M). It is found by dividing the sum of all students' scores in speaking test ($\sum S$) by the number of the subjects (N) that can be described as follow:

$$M = \frac{\sum S}{N}$$

Then, the percentage of speaking test achievement can be calculated by the following formula:

$$P = \frac{F}{N} \times 100\%$$

In which,

P = the percentage of achievement

F = total score

N = maximum score

Next, the percentage of achievement would be compared with the level of proficiency and achievement. Below is the list of the level of proficiency that shows percentage of the scores and level of achievement for the subject sample.

Table. 8. Level of Proficiency and Achievement

Percentage	Level	Level of Achievement
93 – 99	Level 5	Excellent
73 – 92	Level 4	Very Good
53 – 72	Level 3	Good
33 – 52	Level 2	Sufficient
16 – 32	Level 1	Insufficient

4.1.1 Students' Achievement of Speaking Test Taught Using Simulation Technique

In the teaching and learning process, the students of Class TB 1, as experimental group, were taught in four meetings. Each meeting took an hour. At the beginning, I got difficulty to make them focused because they previously got practical lesson. Firstly, I introduced myself to create warmer condition. Then, I explained about the simulation technique and the topic. Next, I asked them about what they knew about making and handling reservation. It was important to measure their knowledge around the topic. Most of them had limited information about it. Thus, they asked many questions about it.

Later, they got the answers from the model of the text given by the teacher and from the film. The text was performed by the researcher and the teacher in the context of situation. A scene of film entitled "Lake House" that contained of the related topic was also shown to them. After that, I explained the models to the students. They really enjoyed the lesson because they could use their own learning styles in understanding the material; not merely reading the text.

In the next meeting, the students practiced the dialog that given in the previous meeting. They must do it in pairs that they chose by themselves. After enough practice, they make their own scenario to perform. They were very enthusiast in enjoying the lesson because they could modify the scenario according to their imaginations. Next, they had time to practice their scenario. It motivated them to speak in English and actively interact with others. They also had chance to correct their friends' spelling and pronunciation. The situation of working together was created in the teaching and learning process; each other

became counselor. The meeting was closed by the performance of each pair. They worked in the context they built and the others gave comments to the performances. In conducting this treatment, I used Bafa Bafa type of simulation, but not purely, because the culture gaps became the problem they should overcome.

After getting the treatment in four meetings, the post test was conducted. They were given the speaking test, mini role play—open instruction. Before conducting the test, the students had one day to construct their own scenario related to making and handling reservation in restaurant or hotel. They were free to choose they like most. Then, the test scores of speaking test were gathered. In the following table is score for each student.

Table. 9. The Scores of Students' in Experimental Group

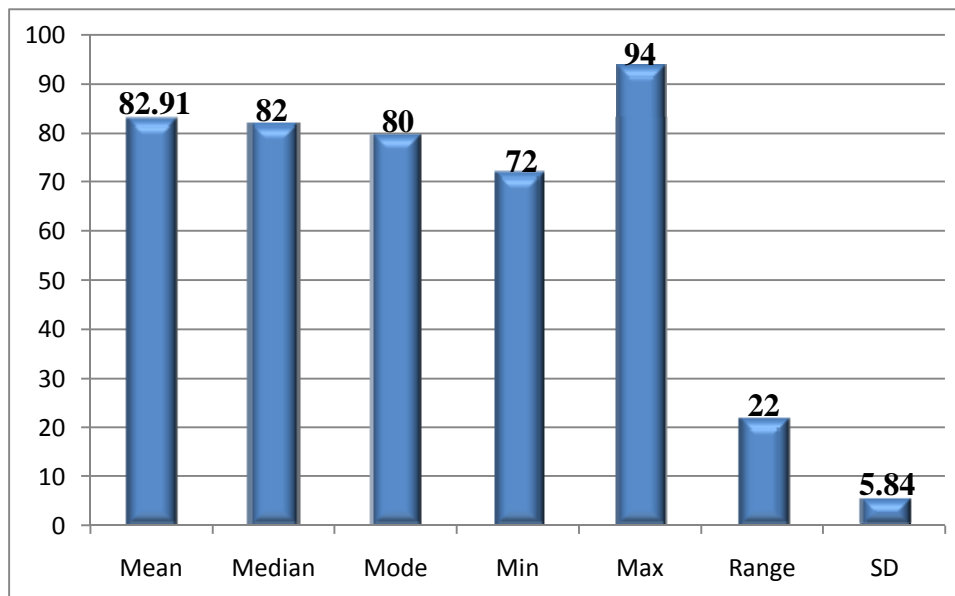
No	The Code of the Students	Students' Scores
1	S-1	85
2	S-2	84
3	S-3	84
4	S-4	80
5	S-5	90
6	S-6	87
7	S-7	81
8	S-8	93
9	S-9	87
10	S-10	82
11	S-11	80
12	S-12	85
13	S-13	77
14	S-14	80
15	S-15	80
16	S-16	72
17	S-17	83
18	S-18	77
19	S-19	77
20	S-20	80

21	S-21	93
22	S-22	76
23	S-23	74
24	S-24	82
25	S-25	80
26	S-26	93
27	S-27	75
28	S-28	84
29	S-29	87
30	S-30	84
31	S-31	94
32	S-32	76
33	S-33	80
34	S-34	90
35	S-35	90
	Σ	2902
	Mean	82.91
	SD	5.84
	Min	72.00
	Max	94.00
	Range	22.00
	Median	82.00
	Mode	80

The table above shows the experimental group typical behavior and the variation of each student performance through speaking test scores. Clearly, it can be described through the diagram below:

PERPUSTAKAAN
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Diagram. 1. The Experimental Group Typical Behavior and Performance



The median of the scores above was 82 that means 50 percent students are above 82 in scores and vice versa. It indicates that 50 percent students are good to excellent. The score that most frequently occurs was 80. It indicates that the most students have speaking skill that is categorized to be good to excellent. The total score of the students who were taught by using simulation technique was 2902 and the mean was 82.91. Then the calculation of speaking test achievement could be seen as follow:

$$\begin{aligned}
 P &= \frac{82.91}{99} \times 100\% \\
 &= 83.75\% \\
 &= 84\%
 \end{aligned}$$

The percentage or achievement for experimental group was 84%. Due to the percentage of students' speaking test achievement was 84%, it can be inferred that the proficiency level for experimental group is Level 4. Then, the level of achievement in speaking test is categorized to be very good.

4.1.2 Students' Achievement of Speaking Test Taught Without Using Simulation Technique

In the teaching and learning process, the students of Class TB 2, as control group, were taught in four meetings using lecturing technique. Each meeting took an hour. There was no significant difficulties because they were taught as usual. Firstly, they were informed about the topic would be going to discuss. The explanation about how to make and handle reservation in restaurant and hotel were provided, including some utterances needed in this topic. Next, they read a text about the related topic, they practice it chorally and in groups. Then, the I gave some corrections of some mispronunciations. Later, I gave them some other texts about the topic.

In the next meeting, the students refreshed all the texts given in the previous meeting. Some pictures of restaurant and hotel were shown to give a picture to them about the situation of the text they had. And for the rest, they had to answer some questions about the text orally.

After four meetings, the post test was conducted. They were given the speaking test, mini role play—open instruction. Before conducting the test, the students had one day to construct their own scenario related to making and handling reservation in restaurant or hotel. They were free to choose they like most. Then, the test scores of speaking test were gathered. In the following table is score for each student.

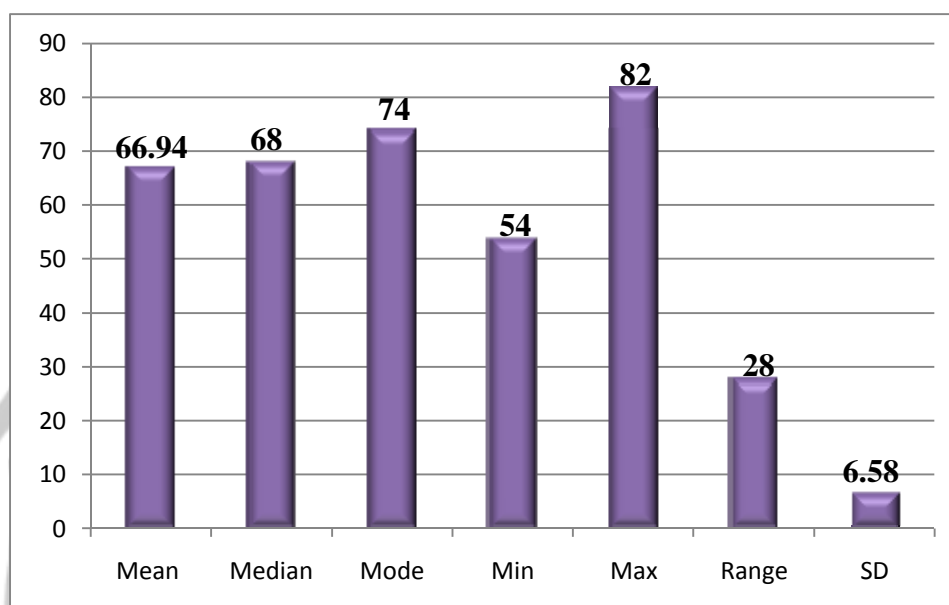
Table. 10. The Scores of Students' in Control Group

No	The Code of the Students	Students' Scores
1	X-1	75
2	X-2	72
3	X-3	74

4	X-4	64
5	X-5	58
6	X-6	70
7	X-7	68
8	X-8	74
9	X-9	82
10	X-10	70
11	X-11	58
12	X-12	56
13	X-13	72
14	X-14	55
15	X-15	71
16	X-16	66
17	X-17	62
18	X-18	58
19	X-19	74
20	X-20	64
21	X-21	66
22	X-22	70
23	X-23	72
24	X-24	64
25	X-25	71
26	X-26	64
27	X-27	58
28	X-28	68
29	X-29	68
30	X-30	70
31	X-31	74
32	X-32	54
	Σ	2142
	Mean	66.94
	SD	6.84
	Min	54.00
	Max	82.00
	Range	28.00
	Median	68.00
	Mode	74.00

The table above shows the control group typical behavior and the variation of each student performance through speaking test scores. Clearly, it can be described through the diagram below:

Diagram. 2. The Control Group Typical Behavior and Performance



The median of the scores above was 68 that means 50 percent students are above 68 in scores and vice versa. It indicates that 50 percent students are average to good. The score that most frequently occurs was 74. It indicates that the most students have speaking skill that is categorized to be average to good. The total scores of the students who were taught without using simulation technique were 2142 and the mean were 66.94. Then the calculation of speaking test achievement could be seen as follow:

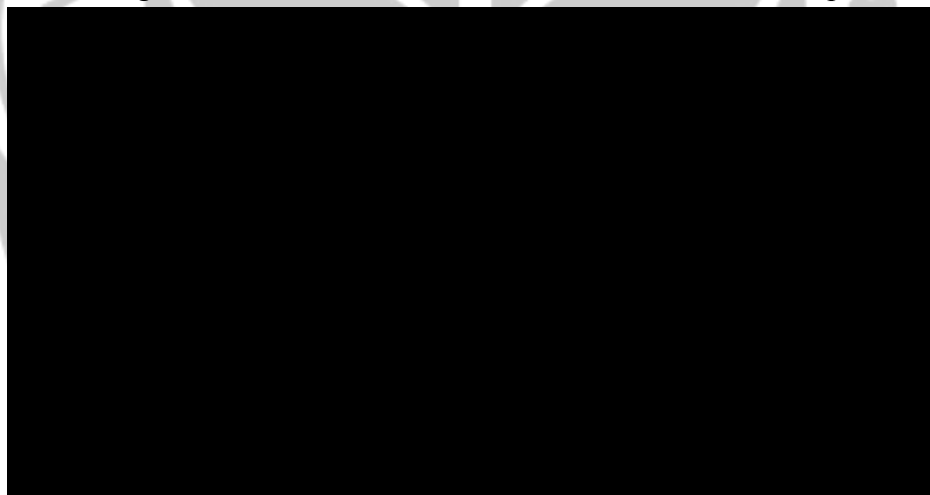
$$\begin{aligned}
 p &= \frac{66.94}{99} \times 100\% \\
 &= 67.62\% \\
 &= 68\%
 \end{aligned}$$

The percentage or achievement for control group was 68%. Due to the percentage of students' speaking test achievement was 68%, it can be inferred that the proficiency level for control group is Level 3. Then, the level of achievement in speaking test is categorized to be good.

4.2 The Difference between the Two Means

The differences in total scores between two groups were 760 points and in means were 15.97. Then in the percentage, the control group had 68% and the experimental group had 84%. Thus, when they were contrasted, they were 16% difference. Clearly, the difference in means between two groups could be illustrated as diagram as follow:

Diagram. 3. The Difference in Means between Two Groups



4.3 t-Test

In order to check whether or not the difference between the means of the experimental group and the control group was statistically significant, the t-test was used.

The formula is as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N(N-1)}}$$

Where:

t = t-value

M_1 = The mean score of the experimental class

M_2 = The mean score of the control class

$\sum X_1^2$ = The total of the squared score of the experimental class

$\sum X_2^2$ = The total of the squared score of the control class

N = The total number of the students

From the data obtained, the values of:

M_1 = 82.91

M_2 = 66.94

$\sum X_1^2$ = 241786

$\sum X_2^2$ = 144832

N = 67

And the computation is as follow:

$$\begin{aligned} t &= \frac{M_1 - M_2}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N(N-1)}} \\ &= \frac{82.91 - 66.94}{\sqrt{\frac{241786 + 144832}{67(66)}} \end{aligned}$$

$$= \frac{16.0}{9.4}$$

$$= 1.71$$

As suggested by Best (1981), “for subjects which require fixed computation such as mathematics and physics the 1 percent (0.1) alpha level of significance can be used. Whereas the psychology and educational cycles the 5 percent (0.5) alpha level of significance can be used.” So, I used the 5 percent (0.5) alpha level of the significance.

The number of the subjects from the experimental group was 35 and the control group was 32, so the degree of freedom was 65, which were obtained from: $\sum N_x + \sum N_y - 2$. For 5 percent (0.5) alpha level and 65 degree of freedom the t-table was 1.67.

The t-table was 1.67 and the obtained t-value from the t-test calculation above was 1.71. Therefore, it can be shown that the obtained t-value was higher than the t-table. It can be inferred that there is significant difference in speaking test achievement between experimental group and control group.

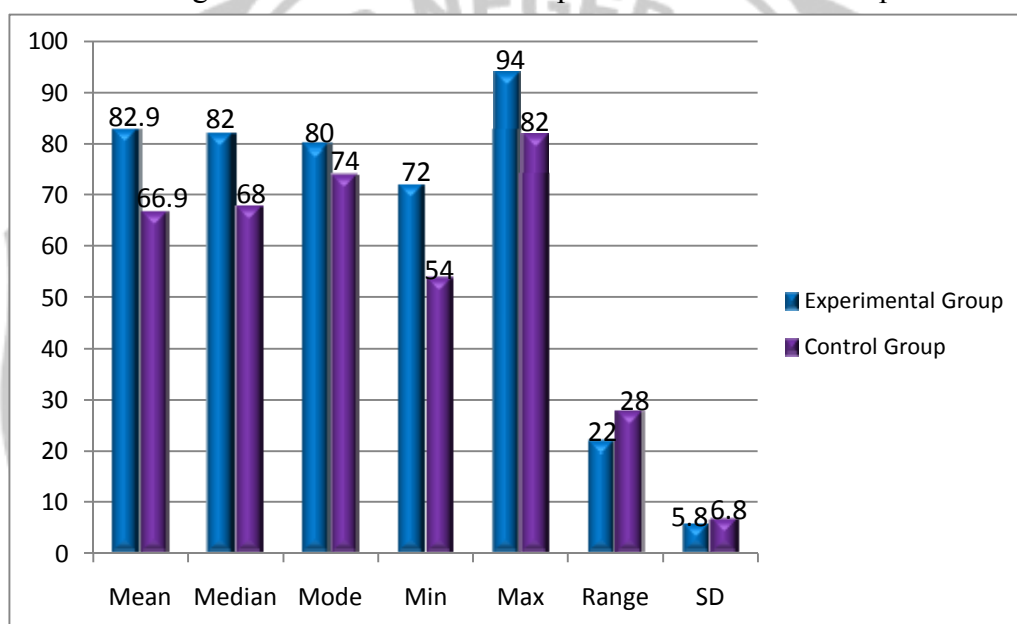
4.4 Discussion

Because of the fact that there is significant difference in speaking test achievement between two groups, the null hypothesis saying that “there is no significant difference in the students’ speaking test achievement between those who taught using simulation technique and those who taught without simulation technique” is rejected. On the contrary, the working hypothesis is accepted. Therefore, it can be drawn a conclusion that using simulation technique in

improving students' speaking skill to the eleventh grade students of SMKN 2 Jepara in the academic year 2010/2011 is more effective than using another technique (lecturing technique).

The general description between the students who taught by using simulation technique and those who taught without using simulation technique (lecturing technique) could be seen in the following diagram:

Diagram. 4. The General Description between Two Groups



Based on the diagram above, the experimental were higher than control group for some tendencies. They were the average scores, median, the scores occurs most frequently, the minimum scores and the maximum scores. They indicated that the use of simulation technique in teaching speaking for eleventh grade students of SMKN 2 Jepara in academic year of 2010/2011 was resulted the higher scores than without using simulation technique (lecturing technique).

The range of experimental group was lower than the control group. It revealed that there no significant difference between the upper rate students and

the lower ones in the experimental group. It was reasonable because in simulation technique, they were always work together and actively interacted with others in the lesson. So, the application of community language learning in teaching speaking to the eleventh grade students of SMKN 2 Jepara in the academic year of 2010/2011 was closer to succeed. They always also worked in the contextual learning that created by themselves. Thus, they could use their own learning styles in understanding the materials.

Although the average score of the students taught without using simulation technique (lecturing technique) was smaller than those who taught by using simulation technique, it doesn't mean that the lecturing technique is bad. The character of Vocational High School students in general and SKMKN 2 Jepara especially is active because they usually work in cooperative conditions and alive situation in some practical lessons. So, they need to actively engage in the learning process. In lecturing technique, they just passively listen to and pay attention to the teacher; they have limited interaction with others. It makes them bored in the class and difficult to understand the material.

However, the application of simulation technique in teaching speaking to the eleventh grade students of SMKN 2 Jepara had some obstacles inside. First, the teacher needed the extra preparation in providing the model. The model used was not merely the text. The teacher must be creative to provide the authentic models from the surroundings that the students know well. Second, the teacher had to handle the class to be actively engage in the lesson but not be noisy. The teacher should force the students to be focused and use the time efficiently. Next, the students needed extra practice to perform real simulation. They lacked of

pronunciation and spelling, though these material had been taught in the ten grade. So, they needed extra model and practice to improve their pronunciation.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter V presents the conclusions of the research and suggestions based on the result of research finding.

5.1 Conclusions

The data of this research were gathered by using posttest only quasi-experimental design. There are three purposes of this final project. The first purpose is to find out the students' achievement in speaking test for experimental group. The result of the study shows that the students who were taught by using simulation technique got 82.91 in average. Then, the percentage of achievement was 84%. It means that the level of proficiency in speaking skill is in Level 4 and categorized to be very good.

The second purpose is to find out the students' achievement in speaking test for control group. Based on the data, the students who were taught without using simulation technique got 66.94 in average. The percentage of achievement was 68%. It shows that the level of proficiency in speaking skill is in Level 3 and categorized to be good.

And the third one is to find out whether there is significant difference in students' speaking test achievement between experimental group and control group. Based on the result of the study, there is a different average in students'

achievement in speaking test between students who taught by using simulation and those were taught without using simulation technique. In order to know whether the difference is statistically significant or not, the t-test formula is used. Based on the computation, the obtained t-value (1.71) is higher than t-table (1.67). Therefore, the use of simulation technique is more effective than the another technique (lecturing technique). It can be concluded that using simulation technique is effective in improving students' speaking skill to the eleventh grade students of SMKN 2 Jepara in the academic year of 2010/2011.

5.2 Suggestions

Based on the result of the study, I could offer some suggestions to be considered to improve the teaching speaking. Firstly, the teachers should give authentic models and construct assignments that allow students to get them because they become useful input for the students in understanding English in the context; not just merely giving reading text. They also should pay more attention to the students' learning styles, so the techniques they applied in the class could accommodate the students' styles.

Secondly, the students should actively search input from native speakers to enhance their pronunciation. They also must be focused in the English class because it is essential for them in their future life not only as one of the tested subjects in the final exam.

Thirdly, the researcher could use this study to enrich the references about teaching speaking through simulation, especially in Vocational High Schools.

Finally, simulation technique can be appropriate technique in teaching speaking since it gives authentic model and builds contextual situation in group activities that enhances students' social and personal development.



Appendix 1

The Code of the Students Experimental Group

No	NIS	Name	Code
1	7418	Afifah	S-1
2	7419	Arisnawati	S-2
3	7420	Asterina Dwi Harmaya	S-3
4	7421	Ayiek Elvrida Anindita	S-4
5	7422	Deta Fidiyanti	S-5
6	7423	Dian Farika	S-6
7	7424	Dwik Murjianingsih	S-7
8	7425	Eka Rahmawati	S-8
9	7426	Erma Anjarsari	S-9
10	7427	Fetty Nofiandari	S-10
11	7428	Hanik Susilowati	S-11
12	7429	Istiana Kusumaningrum	S-12
13	7430	Khoirutun Nisa	S-13
14	7431	Laela Monika	S-14
15	7432	Lailatul Rohmah	S-15
16	7433	Lia Mirsodah	S-16
17	7434	Lilis Dian Rubi'ati	S-17
18	7435	Maisaroh	S-18
19	7436	Meilina Puji Astari	S-19
20	7437	Meilisa Dekdaya	S-20
21	7438	Nia Herdiana	S-21
22	7439	Nor Khalimah	S-22
23	7440	Novi Shandra Dewi	S-23
24	7441	Nur Hidayah Amalia	S-24
25	7442	Putri Septya Tria Nugraini	S-25
26	7443	Ratna Venny Purwanti	S-26
27	7444	Reni Zulfiana	S-27
28	7445	Rif'atul Chasanah	S-28
29	7446	Rozalayah	S-29
30	7447	Shinta Permata Sari	S-30
31	7448	Suara Asa Nurani Pertiwi	S-31
32	7450	Veli Retiniasari	S-32
33	7451	Yumna Baa'itsa Sabila	S-33
34	7453	Zuroni Afifah	S-34
35	7493	Ita Nurmasari	S-35

Appendix 2

The Code of Students Control Group

No	NIS	Name	Code
1	7454	Angga Oktya Putri	X-1
2	7455	Aminah	X-2
3	7456	Ariska Nur Faiazah	X-3
4	7458	Ayu Arum Sari	X-4
5	7459	Dyah Nova Fajriyah	X-5
6	7460	Eris Dian Saputri	X-6
7	7461	Erni Fitriani	X-7
8	7462	Farida Nur Fitriyana	X-8
9	7464	Imroatun Nadhifah	X-9
10	7465	Istiqomah Nur	X-10
11	7466	Ita Rosita Rohmawati	X-11
12	7467	Khasiyati	X-12
13	7468	Linda Fatmawati	X-13
14	7469	Lusi Nurindah Sari	X-14
15	7470	Meligya Eka Sekti Hana	X-15
16	7471	Nanik Malasari	X-16
17	7472	Nikmatun Chasanah	X-17
18	7473	Nita Novia Ayu	X-18
19	7474	Nurul Khasanah	X-19
20	7476	Rizki Arizona	X-20
21	7477	Ruliyanasari	X-21
22	7478	Sari Ningsih	X-22
23	7479	Shinta Roikhatun	X-23
24	7480	Siti Ajirotul Fitria	X-24
25	7482	Sri Panca Murti	X-25
26	7483	Susi Wulandari	X-26
27	7484	Tarfika Ayu Ningrum	X-27
28	7485	Tegar Endah Sari	X-28
29	7486	Titik Zuliyana	X-29
30	7487	Vaela Ayu Ningrum	X-30
31	7488	Vinnia Lestari	X-31
32	7489	Wahyu Ningsih	X-32

Appendix 3

The Result Post-Test of the Experimental Group

No	Code	Name	Kel. Eksp., (X_1)
1	S-1	Afifah	85
2	S-2	Arisnawati	84
3	S-3	Asterina Dwi Harmaya	84
4	S-4	Ayiek Elvrida Anindita	80
5	S-5	Deta Fidiyanti	90
6	S-6	Dian Farika	87
7	S-7	Dwik Murjianingsih	81
8	S-8	Eka Rahmawati	93
9	S-9	Erma Anjarsari	87
10	S-10	Fetty Nofiandari	82
11	S-11	Hanik Susilowati	80
12	S-12	Istiana Kusumaningrum	85
13	S-13	Khoirutun Nisa	77
14	S-14	Laela Monika	80
15	S-15	Lailatul Rohmah	80
16	S-16	Lia Mirsodah	72
17	S-17	Lilis Dian Rubi'ati	83
18	S-18	Maisaroh	77
19	S-19	Meilina Puji Astari	77
20	S-20	Meilisa Dekdaya	80
21	S-21	Nia Herdiana	93
22	S-22	Nor Khalimah	76
23	S-23	Novi Shandra Dewi	74
24	S-24	Nur Hidayah Amalia	82
25	S-25	Putri Septya Tria Nugraini	80
26	S-26	Ratna Venny Purwanti	93
27	S-27	Reni Zulfiana	75
28	S-28	Rif'atul Chasanah	84
29	S-29	Rozaliyah	87
30	S-30	Shinta Permata Sari	84
31	S-31	Suara Asa Nurani Pertiwi	94
32	S-32	Veli Retiniasari	76
33	S-33	Yumna Baa'itsa Sabila	80
34	S-34	Zuroni Afifah	90
35	S-35	Ita Nurmasari	90

sum	2902
mean	163.4
standard deviation	476.5587551
variance	227108.2471
min	72
max	2902
median	82
mode	80

Appendix 4

The Result Post-Test of the Control Group

No	Code	Name	Score
1	X-1	Angga Oktya Putri	75
2	X-2	Aminah	72
3	X-3	Ariska Nur Faiazah	74
4	X-4	Ayu Arum Sari	64
5	X-5	Dyah Nova Fajriyah	58
6	X-6	Eris Dian Saputri	70
7	X-7	Erni Fitriani	68
8	X-8	Farida Nur Fitriyana	74
9	X-9	Imroatun Nadhifah	82
10	X-10	Istiqomah Nur	70
11	X-11	Ita Rosita Rohmawati	58
12	X-12	Khasiyati	56
13	X-13	Linda Fatmawati	72
14	X-14	Lusi Nurindah Sari	55
15	X-15	Meligya Eka Sekti Hana	71
16	X-16	Nanik Malasari	66
17	X-17	Nikmatun Chasanah	62
18	X-18	Nita Novia Ayu	58
19	X-19	Nurul Khasanah	74
20	X-20	Rizki Arizona	64
21	X-21	Ruliyanasari	66
22	X-22	Sari Ningsih	70
23	X-23	Shinta Roikhatun	72
24	X-24	Siti Ajirotul Fitria	64
25	X-25	Sri Panca Murti	71
26	X-26	Susi Wulandari	64
27	X-27	Tarfika Ayu Ningrum	58
28	X-28	Tegar Endah Sari	68
29	X-29	Titik Zuliyana	68
30	X-30	Vaela Ayu Ningrum	70
31	X-31	Vinnia Lestari	74
32	X-32	Wahyu Ningsih	54

sum	2142
mean	66.9375
standard deviation	6.843587
variance	46.83468
min	54
max	2142
median	68
mode	74

Appendix 5

t-Test Data of Post-Test

N0.	Experimetal Group (X₁)	X₁²	N0.	Control Group (X₂)	X₂²
1	85	7225	1	75	5625
2	84	7056	2	72	5184
3	84	7056	3	74	5476
4	80	6400	4	64	4096
5	90	8100	5	58	3364
6	87	7569	6	70	4900
7	81	6561	7	68	4624
8	93	8649	8	74	5476
9	87	7569	9	82	6724
10	82	6724	10	70	4900
11	80	6400	11	58	3364
12	85	7225	12	56	3136
13	77	5929	13	72	5184
14	80	6400	14	55	3025
15	80	6400	15	71	5041
16	72	5184	16	66	4356
17	83	6889	17	62	3844
18	77	5929	18	58	3364
19	77	5929	19	74	5476
20	80	6400	20	64	4096
21	93	8649	21	66	4356
22	76	5776	22	70	4900
23	74	5476	23	72	5184
24	82	6724	24	64	4096
25	80	6400	25	71	5041
26	93	8649	26	64	4096
27	75	5625	27	58	3364
28	84	7056	28	68	4624
29	87	7569	29	68	4624
30	84	7056	30	70	4900
31	94	8836	31	74	5476
32	76	5776	32	54	2916
33	80	6400	33		
34	90	8100	34		
35	90	8100	35		
JML	2902	241786		2142	144832

$$\sum X_1 = 2092$$

$$\sum X_2 = 2142$$

$$M_1 = \frac{2092}{35} = 82.91$$

$$M_2 = \frac{2142}{32} = 66.94$$

$$\sum X_1^2 = 241786$$

$$\sum X_2^2 = 144832$$

$$\begin{aligned}
 t &= \frac{M_1 - M_2}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N(N-1)}}} \\
 &= \frac{82.91 - 66.94}{\sqrt{\frac{241786 + 144832}{67(66)}}} \\
 &= \frac{16.0}{9.4} \\
 &= 1.71
 \end{aligned}$$

$$df = NX_1 + NX_2 - 2$$

$$df = 35 + 32 - 2$$

$$= 65$$

From the t distribution with $df = 65$ and alpha level significance 5 % , the t-table = 1.67.

Conclusion: because t-value > t-table, it can be concluded that there is a significant difference between experimental group and control group.

Appendix 6

The Lesson Plan for Experimental Group

Vocational High School

Subject : English

Time Allotment : 8 x 30 minutes (4 meetings)

Standar Kompetensi

Berkomunikasi dengan bahasa Inggris setara *level Elementary*

Kompetensi Dasar

Mamahami percakapan sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli

I. Purposes of the Study

In the end of the study, students will be able to:

- a. Express and make a reservation for meal at a restaurant and accommodation in a hotel.
- b. Express and handle a reservation for meal at a restaurant and accommodation in a hotel.

II. Material of Learning

1. Making reservation for meal and accommodation.
2. Handling reservation for meal and accommodation.

III. Method of Study/ Technique

- a. Modeling (teacher, CD, native speaker)
- b. Conversation
- c. Discussion
- d. Simulation

IV. Steps of Learning Activity

- a. Opening activity for students:
 1. responding teacher's question in order to become more friendly and comfortable with the condition.
 2. responding teacher's question about students attending.
 3. paying attention the purpose of study which teacher says to recognize the goal.
 4. Answering some questions such as:
 - Have you ever stayed in a hotel?
 - Have you ever booked a room or a seat or a ticket?
 - Have you ever eat out at a restaurant?
 - What does the receptionist do?
 5. Paying attention to the teacher's explanation about the culture, procedure, and the habit that become the background of reservation.
- b. The main activities
 - First and second meeting
 - 1) Pay attention to the teacher's explanation about the information of reservation, how to make and handle it for meal as building knowledge of the field. This activity is delivered classically to know what students have known and haven't. The teacher gives picture about the restaurant's situation using a certain restaurant that they know well, or even ever visited. She also explains the participants in making reservation for meal.
 - 2) Then, the students work in groups or pairs. They read a brief conversation given by the teacher as the model of the text. The teacher gives a model first how to pronounce and perform that dialogue. From this example, they will get a picture about the situation. The teacher also shows a scene of related topic of film entitles "Lake House". So, the students get various samples of situation.

- 3) Next, the students practice that dialogue with their own partners. The teacher calls some students to perform it in front of the class and give some corrections of some mispronunciations and mistakes.
- 4) After that, they do exercise for simulation with the partners or friends in pairs. They make their own simple scenario to perform with the teacher's guidance. They are given 10 minutes to practice with their own partners.
- 5) At last, each group performs a short simulation in front of the class.

- Third and fourth meeting

- (1) Pay attention to the teacher's explanation about the information of reservation, how to make and handle it for accommodation (hotel) as building knowledge of the field. This activity is delivered classically to know what students have known and haven't. The teacher gives some pictures of parts of a hotel. Then, she also explains about the participants in making reservation for accommodation.
- (2) Later, the students work in groups or pairs. They watch a scene of a film entitles "Pretty Woman" about guest handling as modeling of the text. Then, they discuss it together in groups of four. The teacher also gives another sample of dialogue in written. Next, the students practice it in pairs.
- (3) After that, they do exercise for simulation with the partners or friends in the groups. They make their own simple conversation to fulfill a reservation form by phone. They have 10 minutes to practice with the partners.
- (4) At last, each group performs a short simulation in front of the class.

- Fifth meeting

- Conducting post-test.

- c. The last activities
 1. pay attention the summary and conclusion about what the teacher taught.
 2. give some comments and evaluations all about what they had been studied whether they understand or not.
 3. listen to the teacher's advice and wishes.

V. Source and Media of Study

- a. Scenario of the dialog
- b. Pictures of a restaurant and a hotel
- c. realia
- d. film
- e. LCD

VI. Structure of Assignment

- a. Students are divided into some pairs. Each group constructs a scenario that will be performed.

VII. Evaluation

Teacher evaluates with certain condition:

- a. Evaluation technique : portfolio, written and oral assignment
- b. form : oral test and written test

Indicator	Evaluation		
	Technique	Form	The example
a. Listen carefully to the teacher	Listening test	Portfolio	See the example
b. Understand the difficult words	Oral test		
c. Pronounce the unfamiliar words.	Oral test		

d. Act out some expressions.	Oral test		
e. Construct a scenario	Written test		
f. Do simulation and role play	Oral test		

c. Instrument of evaluation

SMK.....

Instruction:

1. Work in pair
2. Review how to open, maintain, and close a conversation about making and handling reservation.
3. Construct a brief scenario in a hotel or restaurant
4. Practice with your partner based on the scenario
5. Do a mini role play for 5 minutes.

d. Rubrics evaluation

Component	Point	Criteria
Accent	1	Pronunciation frequently unintelligible
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
	3	“Foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
	4	Marked “foreign accent” and occasional mispronunciations that do not interfere with understanding
	5	No conspicuous mispronunciations, but would not be taken for native speaker
	6	Native pronunciation, with no trace of “foreign accent”

Component	Point	Criteria
Grammar	1	Grammar almost entirely inaccurate except in stock phrases
	2	Constant errors showing control of very few major patterns and frequently preventing communication
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and understanding
	4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
	5	Few errors, with no patterns of failure
	6	No more than two errors
Vocabulary	1	Vocabulary inadequate even for the simplest conversation
	2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
	3	Choice of words sometimes inaccurate, imitations of vocabulary prevent discussion of some common professional and social topics
	4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any nontechnical subject with some circumlocutions
	5	Professional vocabulary broad and precise; general v vocabulary adequate to cope with complex practical problems and varied social situations
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible

	2	Speech is very slow and uneven except for short or routine sentences
	3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
	5	Speech is effortless and smooth, but perceptibly non-native in speed and evenness
	6	Speech on all professional and general topics as effortless and smooth as a native speaker's
Comprehension	1	Understands too little for the simplest type of conversation
	2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
	3	Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing
	4	Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing
	5	Understands everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid or slurred speech
	6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker

e. Scores

Total score maximum each student: 99

Evaluation Form

Proficiency Description	1	2	3	4	5	6	Score
Variables							
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	16	20	23	
						Total	



Appendix 7

Lesson Plan for Control Group

Vocational High School

Subject : English

Time Allotment : 8 x 30 minutes (4 meetings)

Standar Kompetensi Lulusan SMK

Berkomunikasi dengan bahasa Inggris setara *level Elementary*

Kompetensi Dasar

Mamahami percakapan sehari-hari baik dalam konteks professional maupun pribadi dengan orang bukan penutur asli

I. Purposes of the Study

In the end of the study, students will be able to:

- a. Express and make a reservation for meal at a restaurant and accommodation in a hotel.
- b. Express and handle a reservation for meal at a restaurant and accommodation in a hotel.

II. Material of Learning

1. Making reservation for meal and accommodation.
2. Handling reservation for meal and accommodation.

III. Method of Study/ Technique

- a. Lecturing
- b. Modeling (teacher)
- c. Conversation
- d. Question and answer

IV. Steps of Learning Activity

- a. Opening activity for students:
 1. responding teacher's question in order to become more friendly and comfortable with the condition.
 2. responding teacher's question about students attending.
 3. paying attention the purpose of study which teacher says to recognize the goal
 4. Answering some questions such as:
 - Have you ever stayed in a hotel?
 - Have you ever booked a room or a seat or a ticket?
 - Have you ever eat out at a restaurant?
 - What does the receptionist do?
 5. Paying attention to the teacher's explanation about the culture, procedure, and the habit that become the background of reservation.
- b. The main activities
 - First and second meeting
 - (1) Pay attention to the teacher's explanation about the scope of the material (Reservation).
 - (2) Then, the students work in groups or pairs. They read a brief conversation about making and handling reservation in a restaurant given by the teacher as the model of the text. The teacher gives a model first how to pronounce and perform that dialogue. Then the students read the dialogue correctly.
 - (3) After that, they discuss some new vocabulary.
 - (4) Next, the students answer some questions related to the topic orally.
 - Third and fourth meeting
 - Pay attention to the teacher's explanation about the scope of the material (Reservation in a hotel).
 - Then, the students work in groups or pairs. They read a brief conversation about making and handling reservation in a hotel given

by the teacher as the model of the text. The teacher gives a model first how to pronounce and perform that dialogue. Then the students read the expressions and utterances related to the topic correctly.

- After that, they discuss some new vocabulary.
- Next, the students answer some questions related to the topic orally

- Fifth meeting

Conducting post-test.

- a. The last activities

1. pay attention the summary and conclusion about what the teacher taught
2. give some comments and evaluations all about what they had been studied whether they understand or not
3. listen to the teacher's advice and wishes

V. Source and Media of Study

- b. Sample of some conversations
- c. Text book
- d. Student's book

VI. Evaluation

Teacher evaluates with certain condition:

- a. Evaluation technique : portfolio, written assignment
- b. form : oral test and written test

Indicator	Evaluation		
	Technique	Form	The example of instrument
a. Listen carefully to the teacher	Listening test	Portfolio	Lihat contoh
b. Understand the difficult words	Oral test		
c. Pronounce the unfamiliar words.	Oral test		
d. Act out some expressions	Oral test		
e. Construct a brief scenario	Written test		
f. Do role play	Oral test		

c. Instrument of evaluation

SMK.....

Instruction:

1. Work in pair
2. Review how to open, maintain, and close a conversation about making and handling reservation.
3. Construct a brief scenario based on the given situation
4. Practice with your partner based on the scenario
5. Do a mini role play for 5 minutes.

d. Rubrics evaluation

Component	Point	Criteria
Accent	1	Pronunciation frequently unintelligible
	2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
	3	“Foreign accent” requires concentrated listening and mispronunciation lead to occasional

		misunderstanding and apparent errors in grammar or vocabulary
	4	Marked “foreign accent” and occasional mispronunciations that do not interfere with understanding
	5	No conspicuous mispronunciations, but would not be taken for native speaker
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Grammar	1	Grammar almost entirely inaccurate except in stock phrases
	2	Constant errors showing control of very few major patterns and frequently preventing communication
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Vocabulary	1	Vocabulary inadequate even for the simplest conversation
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		interests; general vocabulary permits discussion of any nontechnical subject with some circumlocutions
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Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible
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	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
	5	Speech is effortless and smooth, but perceptibly non-native in speed and evenness
	6	Speech on all professional and general topics as effortless and smooth as a native speaker's
Comprehension	1	Understands too little for the simplest type of conversation
	2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
	3	Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing
	4	Understands quite well normal educated speech directed to him or her, but requires occasional

		repetition and rephrasing
	5	Understands everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid or slurred speech
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