

CHAPTER I

INTRODUCTION

A. Background Of study

Language is very important for human being in the world. Used to communicate, to get everything that they need and they do not know. As we know English is an important language and it is an international language. English used by people from every country all over the world. In every aspects such as education, economy, international relationship, and soon.

Speaking is one of four language skills that develop in learning English. The skill to convey word or sounds of articulation to express or deliver ideas, opinion or feeling.”¹

Learning to speak a foreign language is one of long process. Students must carefully repeat models and imitate teacher in pronouncing the words, try to practice and be active participant in classroom activity to drill their fluently in speak. But, something that be problems is students often feel shy or worry about make mistake in learning to speak.

Penny Ur describes some problems often influencing speaking activities be difficulties for students in her book as below:

- a. Inhibition. Speaking is a skill that requires some degree of real time exposure to an audience. But some often inhibited about trying to say thing

¹ Henry G, Tarigan, *Berbicara sebagai suatu keterampilan berbahasa*, (Bandung Angkasa 1981) p.15

in a foreign language in the classroom because worried about make mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attract.

- b. Nothing to say. Student often complain if they are cannot think of anything to say and they have no motive to express their selves beyond the guilty feeling that they should speaking
- c. Low or uneven participation. In classroom speaking activity dominated by minority or talk active participant, while others speak very little or not at all.
- d. Mother-Tongue use. In class where all, many students often use them mother tongue. Because it is easier, because it feels unnatural to speak to one another in foreign language and they always feeless “exposed” if they are speaking their mother tongue.²

To help speaking activity students be easy needed one technique that enable by teacher in teaching speaking. The technique is Simulation. A type of group work in interactive language teaching that help students to solve the problem of classes that are too large to offer many opportunities to speak.”³

Simulation is a communication activity in which learners are told who they are and what their task is they present argument according to their own belief. In simulation activity student “simulate” a real life. Encouraging general oral fluently and train students for specific situation.

² Ur, Penny, *A Course in Language Teaching* (Cambridge University 2005)

³ Brown, H, Douglas, *Teaching By Principles*, (San Francisco State University, 1994)p.121

Teacher has important role in this case, there are many reasons why speaking is taught to students. Many of them want to be able to speak in English for communication. And also for study purposes or simply for pleasure. Teacher can do anything to make speaking easier for the student.

Those are factors that can influence teaching speaking interest: the first is habitual speech: Habitual speech useful to help students in imitate, memorize the word, and someone who always to speak English, they will habitual and never feel nervous. The teacher can beginning habitual speech in the classroom, let students do most of the talking, insist on plenty of repetition, and give plenty substitution drill, and train the student to ask questions in English”⁴. The second is topic: it is important to match topics in teaching speaking. The interest topics will make speaking activity more interest. And The last is class condition: The enjoyable class make student feel comfort to learn

Begin activity by deciding whether particular simulation will suit teacher purposes and benefit to students. Continue to adapt simulation to the capabilities and interest students. Gives warm – up such as a simple activity, choose player, setting up the stage, and additional materials. In learning process, the teacher gives the students primary roles in such activity and make every effort to avoid the teacher being a leader figure, because the teacher act only as a guide, coordinator or moderator.

⁴ Audrey L, Wright, *Technique in Teaching English*, (Winthrop Publisher Inc.,1972) p.7

According the explanation above and to know the influence simulation technique applied in teaching speaking. The writer is interested to take the title for this paper is *“Using Simulation Method Simulation in Teaching Speaking Skills at the Second Grade of SMP Daar El-Qolam jayanti Tangerang.*

B. The Statement of the Problem

The writer was divided the statement of the problem of this paper that can be the most important thing before we entering to this research. The formulation of the problem are:

1. How is the students speaking skill at SMP Daar El-Qolam Jayanti Tangerang?.
2. How is the effectiveness of Simulation technique on student’s speaking skill SMP Daar El-Qolam Jayanti Tangerang?.

C. Objectives of the Research

The aim of the study are::

1. To know the students speaking skill at SMP Daar El-Qolam Jayanti Tangerang?.
2. To know the effectiveness of Simulation technique on student’s speaking skill SMP Daar El-Qolam Jayanti Tangerang?

D. The significant of the study

It is expected that the result of the research can be used as:

1. Theoretical this researcher can be used the answer on student's ability in speaking and the applying simulation technique by the teacher on speaking skill
2. Practically in this research, they who followed to participant in learning at the classroom.

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

- a. The students

simulation technique is hopefully able to bring the students to improve their skill on speaking easily.

- b. The Teacher

The result of this study will give additional information to the teacher about English technique and become an alternative teaching technique, especially for teaching speaking.

- c. The Researcher

It can be used to improve her experience in teaching English by using simulation technique on speaking skill.

E. The organization of Writing

The discussion of this thesis is divided into five chapters:

Chapter one deals with introduction, in which writer present the background of study, identification of problems, the limitation of problems, the statement of problems, the significant of the study, the method of study, and organization of writing.

Chapter two will discuss about the review of literature, in which the writer present theoretical Student Speaking, Consist of: Definition of Speaking, Characteristic of Good Speaker, The Concept of Teaching Speaking in Classroom Performance, Difficulties Speaking, Developing Speaking Skill. Explanation of Simulation Technique, Consist of: Description of Simulation Technique, The Roles of Simulation Technique in Language Teaching, Procedure and Classroom Technique, The Roles Student and Teacher.

Chapter three present methodology of problem that consist of the aim of study, the place and time of experiment research, population and sampling, the instrument of collecting data, and the data collection and data analysis.

Chapter four talks the result of study that is Description of data the discussion of Experiment Research.

Chapter five the writer gives conclusion and suggestion.