

CHAPTER II

THEORETICAL REVIEW

A. Simulation Method

1. Definition of Simulation Method

Simulation is a communication activity in which learners are told who they are and what their task is they present arguments according to their own belief. A type of group work in interactive language teaching that help students to solve the problems of classes that are too large to offer many opportunities to speak.

In Simulation method students “Simulate” a real life as they were doing in the real world.”¹ Simulation method assigned to help students learn, to achieve specific goals or objectives, in an active rather than a passive climate.”² Simulation is an activity involves decision-making, in which the participants may act as themselves or in social roles. It is not performed the audience, and the participants work together with in the constraints of the imagery setting.³

This method enable by The teacher in teaching speaking because provides an opportunity for students to try out new behaviors in a safe environment, which helps them develop long term motivation to master an additional language”.⁴

¹ Jeremy, harmer, *The Practice Of English Language Teaching*

² Brown W. James and Friends, *AV Instruction Technology, Media, and Methods*, (McGraw Hill Book Company, 2006)

³ Suryati, *The Effectiveness of Using Simulation In Improving Students Speaking Skill*, (Journal Unes, 2010)

⁴ <http://iteslj.org/Techniques/Tomkins-RolePlaying.html>

From this about definitions, it can be concluded that simulation as an oral activity situated in an imagery real life which the participants have roles, functions, duties, and responsibilities to participate activity in the interactions, solve the problems and make some decisions.

Simulation have some characteristic according to Ken Jones (Harmer 2001):

- a. Reality Function : the participants must not think of themselves as what they are now : but as real participants in the situations
- b. A simulated environment : a specific given situation
- c. Structure : participants must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.⁵

Based on the explanation above the researcher says that simulation method is an interactive language teaching in which the students can develop their speaking.

2. The Role of Simulation Method in Language Teaching

- a. It motivates learners.

Simulation activity give learners a chance to be involved in language use. The learners need not feel uncomfortable as some would in the case of drama where the learners may have to act in front of class. Some learners are shy and are not able to perform well whereas

⁵ Ken Jones, *The Practice Of English Language Teaching*

simulation only requires them to work within their teams or groups and make collective decisions. It allows everyone to participate and even when mistakes are made, the teacher does not interfere.

Moreover, simulation takes place in a stress-free situation and once in control of the task, learners are motivated to complete the simulation.

- b. It gives opportunity for meaningful practice of language learnt

Simulation and language are interrelated because most simulations involve interaction, either verbal or non-verbal, in spoken or written form. However, simulations are especially useful for oral courses, where learners learn to voice opinions and listen to one another.

- c. It injects a feeling of realism and relevance into the classroom

This makes the language learning process more exciting as teachers move away from just using textbooks or written materials for language practice. Well-planned simulations that are relevant to the learner will certainly encourage learners to want to complete the task.

- d. It can be used as an assessment technique

Oral examinations can make use of simulations where students are given different roles to play in groups of four or five and left to interact on their own. The assessor observes and scores the students based on a marking scheme.

- e. It can encourage creativity

Although simulation task begin with information given to learners, it also takes a certain amount of the learners ingenuity to generate their ideas to complete the simulation. The better the learners are, the faster they may arrive at a solution to the problem presented. This provides ample opportunities for creativity on the learner's part.

3. Procedure And Classroom Technique

Begin the activity by deciding whether a particular simulation will suit the teacher purposes and benefit to the students. Continue to adapt this activity to capabilities and interest of the students. Choose player, setting up the stage, and material additional. The explanation below gives us to description about how Simulation used in teaching speaking at the classroom. There are:

- a. Put the students in groups/choose player.
- b. Begin activity with simple but interesting activities, as a warm-up.
- c. Give the students information. Present only enough information to start the activity.
- d. Setting up the stage and simulator the activity that contextualizes to be taught.

4. The Roles Student and Teacher

An effective teaching learning process is usually caused by many components, such as, teacher and student as an agent of education interaction classroom atmosphere, the material, the method and media used in teaching learning process.

The potential role relationships of students and teacher are many varied. They may be asymmetrical relationships, such as those of conductor to orchestra member, therapist to patient, or coach to player.”⁶

Many people say teacher like gardeners, because they plant the seeds and watch our grow. Teacher is a profession. According The Cambridge International Dictionary Of English, ‘teaching’ means ‘to give’ (someone) knowledge or to instruct or train (someone).”⁷ So teacher is someone who give or transmission of knowledge.”⁸

In Simulation activity the teacher act as guide, coordinator, or moderator.”⁹ It is do to gives primary roles to student be active participant because there is important component that determines the success and the effectiveness of teaching and learning process, that is the involvement and engagement of students.

⁶ Edward Anthony. *Approach, Methods, and Techniques*. (New York Hill Inc., 2007) p.125

⁷ Jeremy, harmer, *The Practice Of English Language Teaching*

⁸ Jeremy, harmer, *The Practice Of English Language Teaching*

⁹ Brown W. James and Friends, *AV Instruction Technology, Media, and Methods*,

In teaching learning English, the role of students has important to process of it. Because the learner is and must be an active agent in the learning process.”¹⁰ So, without the role of student there are interactions.

B. Speaking Ability

1. Definition Of Speaking

Speaking is very important activity in many language classes. Learning to speak and speaking are two important missions of students. By speaking someone can inform, persuade, and entertain. And also, expressing an ideas, and wishes to others people. Speaking is the basic type of communication. In our daily life, speaking is used more often than reading or writing. Through speaking human being exchange most of their ideas and express their desires and emotions.

According to Robert Lado in his book language testing “speaking ability is described as the ability to express oneself in life situation or the ability to report acts or situation in precise words, or the ability to converse or to express a sequence of ideas fluently¹¹. And Brown states: producing, receiving and processing information. In the New shorter Oxford English Dictionary, speaking is the action of speak, speech, talk, conversation, of speech or talk: a discourse, a discussion,; thing spoken, saying statement, words, the faculty or power of speech.¹²

¹⁰ Finnochiaro and Michael Bonomo, *Teaching and Learning a Foreign Language* (New York: Regent Pub)

¹¹ Robert lado, *language testing*, (London: Longman,2001), p.197-198

¹² Lesley Brown, *The New Shorter Oxford English Dictionary*, (Berlin: Oxford University Press, 1993)

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (“linguistic competence”), but also that they understand when, why, and in what ways to produce language (“sociolinguistic competence”).¹³

Other opinion, Martin said that “speaking is used in, suited to, or involving speech”¹⁴ it means that speaking is a way for speaking information to other people or to express or make know with the voice. The mastery of speaking skill in English is priority for many second language or foreign-language learners.

Lynne Cameron defines “speaking is the active use of language to express meaning so that other people can make sense of them”.¹⁵ Don Byrne states that, “oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill understanding”.¹⁶ It means speaking is power to communicate, act to communicate or way to communicate to an audiebce

¹³Emma Rosana F.,”*Teaching Speaking of English as A Foreign Language: Problems and Solutions*”, English Education Journal Lambung Mangkurat University.

¹⁴Martin H Manser, *Oxford Learner’s Pocket Dictionary new edition*, 171.

¹⁵Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge: University Press, 2001), p.40.

¹⁶ Don Byrne, *Teaching Oral English*, (New York: Longman, 1998), p.8.

2. The Characteristic of Good Speakers

To speak fluently and confidently in a variety of situations is a central human need an important goal of education.¹⁷ In addition, good pronunciation does not just mean saying individual words or even individual sound correctly. The sounds of word change when they come into contact with each other.

As a teacher, we must be able to teach the students as good as possible. We need to draw student's attention to in our pronunciation teaching. Here are three stage procedures for teaching students, like what Jeremy Harmer said that:

First stage is comparing; we can the step such as: showing student sentences and phrase and then play a tape of someone who saying same sentences and ask them what different between sentences and phrase that shown with that they heard. Second stage is identifying, we can take the step such as : give student record of connected speech and ask them to write of what their heard. Third stage is production, in this stage we will give student the connected version, including contraction where necessary and get them to say the phrases and sentences in this way."¹⁸

The goal of teaching speaking skill is to gain the effective communication. The speakers should be able to make they understand, by giving their best proficiency. Based on the Burkart notice that they should try to avoid confusion in

¹⁷ Robert Lado, *Language Testing*, 122

¹⁸ Jeremy Harmer, *The Practice Of English Language Teaching*, (England: Longman 1988) p.274

the message due to faulty pronunciation, grammar, or vocabulary.”¹⁹ The characteristic of the speaker as mentioned above is regarded as the characteristic of good speaker. In traditional classroom, speaking practice often takes the form of drills

3. The Concept of Teaching Speaking in Classroom Performance

In which person ask question and another gives answers. Performance activities are those in which the students prepare before hand and deliver a message to a group. A good example of such an activity is the student speech, which could be made as specific in contents as necessary.

This fact shows that the students answer seems to be under the teacher’s control. Thus, the students cannot improve their creativity and they are unable to communicate in the target language.

To make the students able to communicate in the target language, the teacher has incorporated a purpose and an information gap and allows the multiple forms of expression.

As proposed by Brown, there are six types of classroom performance, such as follows:

¹⁹ Burkart G.S, Spoken Language: *What is and How to Teach it*, 1998. Available at <http://nelrc.org/speaking/spandex/htm>

a. Imitative

Imitative in classroom speaking performance focuses on the purpose of meaningful interaction and some particular elements of language form. For example, drilling, it is a legitimate part of speaking classroom. Drills offer students and opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty either phonological or logical or grammatical.

b. Intensive

It is designed to practice some phonological or grammatical aspects of language, such as minimal pair or repetition of a series of imperative sentence. It can be self initiated or it can even form part of some pair work activities.

c. Responsive

It refers to teacher or students initiated questions or comments, such as a series of answers to yes or no question.

d. Transactional

It is carried out for the purpose of conveying or exchanging specific information, such as information gathering, interviews, role plays, etc.

e. Interpersonal

It is carried out more for the purpose of maintaining social relationships than for transmission of facts and information, such as personal interview or casual conversation.

f. Extensive

Finally, in speaking class performance students are called on to give extended monologues in the form of oral reports, summaries, or short speaker.

4. Developing speaking skill

To help students, to solve problems and to develop students speaking skills. The teacher can use the strategies above.²⁰

- a. Use group work. This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.
- b. Base the activity on easy language. In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

²⁰ Brown W. James and Friends, *AV Instruction Technology, Media, and Methods*

- c. Make a careful choice of topic and task to stimulate interest. On the whole, the clearer the purpose of the discussion the more motivated participants will be.
- d. Give some instruction or training in discussion skills. If the task based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.
- e. Keep students speaking the target language You might appoint one of the group as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

However, when all is said and done, the best way to keep students speaking the target language is simply to be there yourself as much as possible, reminding them and modeling the language use yourself: there is no substitute for nagging.

5. Assessing Speaking

The component which must be assessed in speaking are accent, grammar, vocabulary, fluency and comprehension.²¹

1. Accent

- a. Pronunciation frequently unintelligible.

²¹Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2008), 222.

- b. Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
- c. 'Foreign accent' requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
- d. Marked 'Foreign accent' and occasional mispronunciations which do not interfere with understanding.
- e. No conspicuous mispronunciations, but would not be taken for a native speaker.
- f. Native pronunciation with no trace of 'Foreign Accent'.

2. Grammar

- a. Almost entirely in accurate a phrases.
- b. Constant errors showing control of very few major patterns and frequently preventing communication.
- c. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
- d. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- e. Few errors, with no patterns of failure.
- f. No more than two errors during the interview.

3. Vocabulary

- a. Vocabulary inadequate for even the simplest conversation.

- b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc).
- c. Choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d. Professional vocabulary adequate to discuss special interests general vocabulary permits discussion of any non-technical subject with some circumlocutions.
- e. Professional vocabulary broad and precise general vocabulary adequate to cope with complex practical problems and varied social situations.
- f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4. Fluency

- a. Speech is so halting and fragmentary that conversation is virtually impossible.
- b. Speech is very slow and uneven except for short or routine sentences.
- c. Speech is frequently hesitant and jerky: sentences may be left uncompleted.
- d. Speech is occasionally hesitant. With some unevenness caused by rephrasing and groping of word.
- e. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.

- f. Speech on all professional and general topics as effortless and smooth as a native speaker's.
5. Comprehension²²
- a. Understand too little for the simplest type of conversation.
 - b. Understand only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
 - c. Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
 - d. Understand quite well normal educated speech when engaged in a dialogue. But requires occasional repetition and rephrasing.
 - e. Understand everything in normal educated conversation except for very colloquial or low; frequency items, exceptionally rapid or slurred speech.
 - f. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

²² Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University Press, 1989), 113.