#### **CHAPTER I**

#### INTRODUCTION

This chapter discusses the background of the study, research question, objectives of the study, hypothesis, significance of the study, scope and limit of the study, and definition of the key term.

### A. Background of the study.

According to Nunan "Speaking is the process of producing utterances or articulate sounds in comprehensible manner thus he can reach communicative competence as the objective of speaking Being able to speak well and fluently is the key of a successful interaction." By speaking well, the listener would understand the message we are talking about. It is supported by Halley and Austin who stated that "Being able to communicate orally in another language means that we have opportunities to express our ideas and support for making our intentions clearer."

Richardson also stated that learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency<sup>3</sup>. As a skill, speaking is the most used skill by people rather than

<sup>&</sup>lt;sup>1</sup> David Nunan, *Second Language Teaching and Learning*.(Canada:Heinle&Heinle Publisher, 1999), 225

<sup>&</sup>lt;sup>2</sup>Heley M.J, Austin T.Y, Content-Based Second Language Teaching and Learning, An Interactive Approach, (USA: Pearson 2004,), 191

<sup>&</sup>lt;sup>3</sup>Jack Richardson, *Developing Classroom Speaking Activities; From Theory to Practice*. (Retrieved January 20<sup>th</sup>, 2015 from www.professorjackrichards.com)

the three other skills. It can be said that most language learners learn English in order to develop proficiency in speaking. Besides, many language learners regard speaking ability as the measure of knowing a language. Nunan said that the learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language<sup>4</sup>. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Better achievement of students' speaking skill depends on some factors that teacher brings during teaching and learning process. According to Bailey in Nunan, teaching speaking should be done communicatively<sup>5</sup>. The teacher has to maintain interactions with the students as well as the interaction between each student in the classroom. The teacher has to be creative and innovative to create a good atmosphere in the classroom. Teacher is demanded to make English lesson more exiting, easy and joyful, so students will not feel afraid of making mistake and burdening. Thus, the teacher has to be able to package English lesson as an interesting lesson. The teacher has to find an appropriate and interesting method in teaching process because language teaching can be an interesting process when the teacher makes an effort to explore a variety of methods which can motivate students to speak. This is in line withBrown who

<sup>&</sup>lt;sup>4</sup> David Nunan, *Practical English Language Teaching*, (New York: McGrow-Hill Education, 2003), 51

<sup>&</sup>lt;sup>5</sup> David Nunan, Practical English......,54

explained that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning<sup>6</sup>.

English lesson is one of compulsory subject which is taught in Junior High School. The students of Junior High School have to master four skills in English. According to the English Standard Competence, there are four language skills that have to be mastered by the students, one of them is speaking skill and there are two types of text that have to be mastered by the students. One of those texts is procedure text<sup>7</sup>. Procedure text is a kind of text type or genre that has to be mastered by the students. The students are supposed to express what they have understood of a particular procedure text both in oral and written. But, the students often find difficulties to express the meaning of it in spoken language because accorder to Brown, they are supposed to express its meaning in a simple short monolog by using variety oral language, accurately, orderly, and acceptably to communicate with the surroundings<sup>8</sup>. It proves that mastering procedure text in speaking skill is very important.

There are many techniques of language teaching that may be selected for teaching speaking skill. One of them is simulation technique. As stated by Harmer, simulation technique can increase the self-confidence of the students, in which the students pretend that they are in a real life contexts and have a

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<sup>&</sup>lt;sup>6</sup>H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition.* (New York: Pearson Longman, 2001), 8

<sup>&</sup>lt;sup>7</sup>Depdiknas, StandartKompetensidanKompetensiDasar, (Jakarta:Depdiknas, 2006), 279

<sup>&</sup>lt;sup>8</sup> H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*. (New York: Pearson Longman, 2003), 144

variety of social roles<sup>9</sup>. However, simulations are more elaborate than role plays<sup>10</sup>. This is supported by Kayi thatin simulations students can bring items to the class to create a realistic environment<sup>11</sup>. This technique can motivate the students because it is entertaining. Furthermore, the students can speak easily when they actively participate in activities.

Based on the description above, the researcher is interested in using simulation to teach speaking of procedure text. The researcher wants to know whether simulation technique is effective in improving students speaking ability of procedure text. The researcher chooses procedure text because procedure text consists of series of actions and the material does not have to depend on the text book only. By using simulation technique the students are given chance to speak English freely. As stated by Dewey one learns best by doing an active experimentation. <sup>12</sup>The students will enhance their speaking ability because they are not only doing an oral presentation but also relating themselves with the authentic materials.

In this research, researcher focuses on the students on seventh grades at SMP Patriot Jombang. Based on preliminary study at seventh grade of Patriot Jombang Junior High School there was a low motivation in study English, the students were passive in learning English. They did not have self confidence in speaking English because of many factors. One of them is the

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<sup>&</sup>lt;sup>9</sup> Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (England: Pearson Longman, 2007), 353

<sup>&</sup>lt;sup>10</sup> Jeremy Harmer, *The Practice*......, 352

<sup>&</sup>lt;sup>11</sup>HyriyeKayi, open international education (<a href="http://unr.edu//homepage/hyriek.accessed">http://unr.edu//homepage/hyriek.accessed</a> at June 24, 2015)

<sup>&</sup>lt;sup>12</sup>H. Douglas Brown, *Principles of Language Learning and Teaching, Fifth Edition*. (New York: Pearson Longman, 2001), 239

conventional method used by English teachers, the teacher only translate the words and ask their students to remember the dialog on the book. The researcher thought that the teachers need a new creative method to assist the student in improving their speaking ability in order they can be motivated to speak effectively too. Therefore the researcherchose one of the techniques to teach speaking that is simulation technique.

### B. Research Question

Based on the background of the study above the research question can be formulated as follow:

"Is simulation technique more effective to teach speaking of procedure text than using non simulation technique (conventional method) in SMP Patriot Jombang?"

# C. Objective of the Study

Related to the research question, this study attempts to know the effective of simulation technique in improving speaking ability of procedure text than students' speaking ability of procedure text by using non simulation technique.

### D. Research Hypothesis

The working hypothesis (Ha) for this study is: there are some differences between students speaking ability of procedure text taught by using simulation technique and the students speaking ability of procedure text taught by using non simulation technique.

# E. Significance of the study.

The research aims to found out the alternative way of teaching speaking to improve the students speaking ability. The result is significant for:

#### a. Teacher:

- 1) This research can give information about new creative teaching method.
- 2) To give information that speaking ability can improve by using simulation technique.

### b. Students:

- 1) To improve students' motivation and interest.
- 2) To build students' confidence in communicating

#### c. Future researcher:

This research can be used for reference of their knowledge.

### F. Scope and Limit

# 1. Scope

Seventh grade of SMP Patriot Jombang which used procedural text and simulation technique.

### 2. Limit

This study only focuses on the seventh grade of SMP Patriot Jombang in academic year 2014-2015 and procedure text. This study only focuses on simulation technique in teaching speaking procedure text.

## **G.** Definition of Key Term

### 1. The Effective

The effect is a change produced by an action or a cause a result or outcomes. <sup>13</sup> A result caused by something or an action. The improvement ofstudents' speaking of procedure text score as a result that caused by the implementation simulation technique to teach speaking of procedure text. The effect of this research was the degree of improvement in the students' speaking ability of procedure text as a result of using simulation technique, and measured statistically by T-test paired sample using SPSS 16 for windows of the effect size.

Effective is defined as the capability of producing a desired result<sup>14</sup>. When something is effective, it means it has an expected outcome or a deep produce. In this research, effective was indicated by improvement of speaking ability of procedure text that measured by comparing the mean score of posttest both experimental and control group. The technique is effective if the score of test in experimental group is better than the result of control group.

### 2. Simulation Technique.

Simulation is a technique to teach speaking in which the students simulate a real-life encounter as if they were doing so in the real world 15. In this research, simulation technique is used to teach in speaking of procedure text. The implementations of this technique are: setting up, getting going, managing the activity, winding down, and assessing

<sup>13</sup>AS Hornby, Oxford Advance Learner's Dictionary, (New York: Oxford University Press, 1987), 369

<sup>14</sup>AS Hornby, Oxford Advance......,369

<sup>&</sup>lt;sup>15</sup>Jeremy Harmer, *The Practice of English Language Teaching, Fourth Edition.* (England: Pearson Longman, 2007), 352-353

students. The teacher also asked the students to bring some materials they needed to make simulations about how to make drinks and food.

### 3. Speaking Ability

Speaking ability is the competence of the students to convey information, express ideas, thoughts, feeling and reaction in appropriate structure, speech sounds, appropriate vocabulary according to the situation and subject matter, and used the language fluently <sup>16</sup>

In this research, speaking ability is the competence of the students to convey information, to express the ideas to the audience about how to make something in procedure text.

<sup>16</sup>David Nunan, practical English Learning(New York: Mcgrow-Hill,2013),40

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### 4. Procedure Text

A procedure text is a piece of text that tells the readers or listeners how to do something. According to Andersonits purpose is to provide instructions for making something, doing something or getting somewhere <sup>17</sup>.

In this research procedure text is a text that shows a process in order about how to make something completely <sup>18</sup>. Procedure text is dominantly structured with imperative sentence since it actually an instruction. Procedure textusually explains the ingredient or material which is need though sometime it is omitted, after that procedure text will explain step by step how to make drink and food.

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<sup>&</sup>lt;sup>17</sup> Mark Anderson and Kathy Anderson, Text Type in English(Australia: Macmillan Education Australia Pty. Ltd,1997), 28

<sup>&</sup>lt;sup>18</sup>HyriyeKayi, open international education (<a href="http://unr.edu//homepage/hyriek.accessed">http://unr.edu//homepage/hyriek.accessed</a> at June 24, 2015)