

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some literatures which are related of the study, specifically it covers speaking, teaching speaking, procedure text, simulation technique, the advantage of simulation technique, the procedure of simulation technique for speaking skill, the role of teacher in speaking simulation technique and previous studies.

A. Speaking.

Speaking is a part of learning besides listening, reading, and writing. According to Brown, speaking is “The ability to accomplish pragmatic goals through interactive discourse with other speakers of the language”¹⁹. According to Harmer speaking is “To convey message to the listeners effectively, the speaker should understand who the listeners are such as he should give articulate in comprehensible manner thus he can reach communicative competence as the objective”²⁰.

Speaking is very important in our daily lives because it is a mean of communication. According to Brown and Yule as quoted by Jack C. Richards, speaking has been classified into three functions in human interaction. Those

¹⁹ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy, Second Edition.* (Longman,2001), 267

²⁰ Jeremy Harmer, *The Practice of English Language Teaching, Fourth Edition.* (England: Pearson Longman,2007),25-26

classifications are interactional function of speaking (talk as interaction), the transactional functions of speaking (talk as transaction), and talk as performance²¹.

1. Interactional function is a function that serves to establish and maintain social relations. It is usually called as conversation. The focus is more on the speakers and how they wish to present themselves to each other than on the message.
2. Transactional function is a function of speech which focuses on the exchange of information. This type of talk refers to situations where the focus is on what is said or done. The central focus is on the message and the way to make the speaker himself is understood clearly and accurately, rather than participants an how he interacts socially with each other. The main features of talk as transactions are; it has a primarily information focus, the main focus is the message and not the participants, participants employ communication strategies to make themselves understood, there may be frequent questions, repetitions, and comprehension checks, there may be negotiation and digression, linguistic accuracy is not always important.
3. Talk as performance. This kind of function includes public talk which transmits information to the audiences, public announcements, and speeches. Most of these talks are in the form of monolog rather than dialog and are closer to written language rather than conversational language. The main features of

²¹ Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*,(USA: Cambridge University Press,2008), 21-28

talk as performance are; there is a focus on both message and audience, it reflects organization and sequencing, form and accuracy is important, language is more like written language, it is often monologue.

Procedure text includes transactional function because the student as the speaker which is explaining about some steps procedurally. The focus is on the message. By explaining those steps, the students can deliver some messages or some information of procedure text. Simulation technique can increase the students to learn the material of procedure text and practice speaking.

B. Teaching Speaking.

In the teaching of English, the students are expected master four language skills, and speaking is one of the skills that must be learned by all students when they are learning English. Richard, Platt and Weber stated that communicative competence as an important part of teaching speaking includes (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking; (c) knowing of how to use language appropriately²²

Teaching speaking is a challenging responsibility as there are many problems related to every day practice. Some fundamental problems that appear in the speaking class include inhibition, complete silence, and low participation²³.

Learners often feel afraid to say things in a foreign language classroom. They are

²²David Nunan, *Second Language Teaching and Learning*, (Canada: Heinle&Heinle Publisher, 1999), 226

²³ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (United Kingdom: Cambridge University Press, 1999), 121

usually worried in making mistakes, fearful of criticism or losing face. In addition, learners often complain that they can't think of anything to say; they have no motive to express themselves beyond the guilty of feeling that they should speak. Commonly, in the speaking class, most of the students still confuse with the teacher's speak, so that they are decided to keep silence. According to Penny Ur the problem is compounded by the tendency that some learners are dominant, while others speak very little or not at all²⁴.

The teacher is demanded to design an activity that will be able to overcome those problem. Penny Ur suggests four characteristic of successful speaking in the class²⁵. First, much of the time should be used for the activity involving the learners to talk. Second, classroom activity should not be dominated by talkative participants. Third, learners are eager to speak because they are interested in the topic. Last, learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Effective is defined as the capability of producing a desired result²⁶. When something is effective, it means it has an expected outcome or a deep produce.

Effective to improve means the students who were using simulation technique got higher score in speaking ability of procedure text than those who

²⁴Penny Ur. *A Course in Language Teaching: Practice and Theory*(United Kingdom: Cambridge University Press, 1999), 122

²⁵Penny Ur. *A Course.....*, 120

²⁶AS Hornby, *Oxford Advance Learner's Dictionary*,(New York: Oxford University Press,1987), 369

were not.²⁷ Moreover, the effectiveness of simulation technique in improving the speaking of procedure text determined from the speaking score gotten by experimental group.

An effective speaking class can be seen when the post-test score is of experimental group shows significant score improvement, it means that simulation technique is effective to improve the speaking ability of procedure text. The effectiveness simulation technique was calculated by using T-test paired sampling using SPSS 16 for windows of the effect size.

If T_{value} is lower than T_{table} , it means that the students who were teach using simulation technique does not get significant score improvement and it indicates that simulation technique is not effective. But if T_{value} is higher than T_{table} , it means that the students who were teach using simulation technique get significance score improvement and it indicate that simulation technique is effective²⁸

Simulation technique help the students to act out behave based on the material that they have to deliver. The students have to simulate the real activity as they were doing so in the real world. By simulation technique, the students can improve their speaking skills. They can practice English while simulate the real activity as they were doing in real life. So, simulation technique can solve the speaking problem in the classroom.

²⁷Sugiyono. *Statistika untuk Penelitian*.(Bandung: Alfabeta, 2010), 125

²⁸Sugiyono. *Statistika untuk penelitian*.(Bandung: alfabeta,2010), 125

C. Procedure Text.

One of standard competences that have to be mastered by seventh graders is able to respond and express the meaning in a monologue of procedure text and also get the idea of the text²⁹. According to Mark Anderson a procedure text is a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere.³⁰

A procedure text usually has three sections. These sections are also called generic structure. There are:

1. An introductory statement or title that gives the aim or goal
 - a. This may be the title of the text
 - b. This may be an introductory paragraph
2. Materials needed for completing the procedure
 - a. This may be list
 - b. This may be paragraph
 - c. This step may be left out in some procedure
3. A sequence of steps in the correct order
 - a. Numbers can be used to show first, second, third and so on.
 - b. The order is usually important.

²⁹Depdiknas, *Standar Kompetensi dan Kompetensi Dasar*, (Jakarta: Depdiknas, 2006), 4

³⁰ Mark Anderson and Kathy Anderson, *Text Type in English*, (Australia: Macmillan Education Australia Pty. Ltd, 1997), 28

- c. Words such as *now*, *next*, and *after* this can be used.
- d. The steps usually begin with a command such as *add*, *stir*, or *push*.

Table 2.1

Example of procedure text

HOW TO MAKE FRIED EGGS		
Procedure Text	Part of Generic Structure	Part of Language
Fried eggs	Goal	-
Ingredients: <ul style="list-style-type: none"> • 2 teaspoons of butter (or olive oil) • 2 or 3 large eggs, depending on appetite • Salt and pepper to taste 	Materials	-
Equipment: <ul style="list-style-type: none"> • A small (10”) frying pan • A spatula • Gas ring, at medium heat 	Materials	-
Method: <ol style="list-style-type: none"> 1. first, melt the butter in the pan over medium heat 	Steps	1. Using imperative such as; melt the butter in the pan,

<p>2. then, crack open the eggs into the pan and let fry until the yolks begin to harden at the edges (indicated by a lightening in the yolk color)</p> <p>3. using the spatula, flip the eggs over and allow to cook ten seconds for over-easy, or up to one minute for over-hard.</p> <p>4. Finally, add salt and pepper to taste, and serve.</p>		<p>crack open the eggs, flip the eggs, etc.</p> <p>2. Using action verbs such as; melt, crack, flip, etc.</p> <p>3. Using connectives such as; first, then, finally.</p>
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D. Simulation Technique

Simulation is a problem –driven activity that occurs described realistic setting. In simulation students are given a text to perform or problem to solve together³¹.

Simulation is a technique to teach speaking which are students simulates a real- life encounter as if they were doing so in the real world³². Simulations are

³¹ Ken Hyland, Language Learning Simulation: A Practical Guide.(online serial) 31 (4) (<http://eca.state.gov/forum/vols/vol31/no4/p16.htm> accessed on June 21, 2015)

³²Jeremy Harmer, *The Practice of English Language Teaching, Fourth Edition*. (England: Pearson Longman,2007), 352-353

very similar to role-play both are interactive learning events, but generally role play involves learners taking on characters that are not their own, while participants in simulation they can act out behave as they. However, simulations are more elaborate than role-play. In simulations, the students can bring items to the class to create a realistic environment.

Accorder to Jones the activities which involve simulation such as; performing memorized dialogues, contextualized drills, cued dialogues, role-playing, and improvisation³³. Those activities are parts of simulation, but differ in terms of teacher-control and learner-creativity. They can be viewed as part of single continuum which links pre-communicative and communicative activities. In dialogue-performance, the teacher's control is at a maximum and the learner's creativity is at a minimum. In contextualized drills, the learner creates sentences that may be new to him, but they have been predetermined by the teacher. Cued dialogues are the borderline between pre-communicative and communicative simulation. In cued dialogues, the teacher exercises direct control over the meanings that are expressed, but not over the language that is used for expressing them. In role-playing, the teacher controls only the situation and the learners' roles in it, but leaves the learners themselves to create the interaction. Improvisation is the least controlled activity. The starting point for an improvisation may be a simple everyday situation into which the learners are asked to project themselves.

³³ K Jones, *Simulation in Language Teaching*. (Cambridge: Cambridge University Press, 1982), 45

E. The Advantage of Simulation Technique.

Hyland stated that there are five advantages of simulation³⁴:

1. Motivation. Simulations encourage motivation because they ensure that communication is purposeful rather than artificial. Participants are involved as they identify with their roles and have the freedom to choose the meanings they want to express. Because students can bring their background experiences into class and make their own decisions, more interest and excitement is created in learning.
2. Fluency development. A tenet of communicative teaching is that people learn by doing. This statement is also supported by Richards and Lockhart, there is some learners who learn best when they are physically involved in the experience. They remember new information when they actively participate in activities, field trips, and role play or simulation. Fluency is encouraged in simulations because learners are immersed in a language-rich environment where language use is centered on immediate communicative needs.
3. Integrated of skills. Simulations provide the opportunity to learn the pragmatic skills of using language appropriately, to develop the nonverbal components of language, and to acquire intercultural and interpersonal competence in a second language. Participants learn that successful

³⁴ Ken Hyland, Language Learning Simulations: A Practical Guide. (Online serial) 31 (4), (<http://eca.state.gov/forum/vols/vol31/no4/p16.htm> accessed on June 21, 2015)

communication is a jointly achieved accomplishment involving a range of skills. Simulations can also help develop cognitive abilities such as analyzing, evaluating, and synthesizing information.

4. Active participant. Simulations provide a unique means of encouraging learners to respond actively and to participate with their fellows. Absorbing students' in interaction encourages attention to input, an essential requirement for language acquisition. Learning is more effective the more it engages the learner, and simulations seek to achieve this.
5. Reduced anxiety. Simulations reduce the stress associated with learning and using new language. This is due partly to the shift in classroom roles and partly to the low cost of making errors compared with error consequences in the real world. Not only do simulations offer a relatively safe environment for making mistakes, but they also promote an egalitarian atmosphere because there is no error correction to undermine confidence and divert attention to utterance form. Students are not judged, corrected, or evaluated, and this reduces their anxieties about linguistic performance, with a consequent improvement in achievement. Moreover, there is less stress involved in playing the role of someone else.

F. The Procedure of Simulation Technique for Speaking Skill

Hyland said that the most important point of running a simulation is to believe that is going to work³⁵. He also has out lined some preparations and procedures of implementing this technique as follow:

1. Setting up. The simulation should be carefully planned and chosen on the basis of issues that are likely to maximize motivation and language use. The emphasis is on creating believable situations that emphasize reality of context over language, and this may mean using resources not specifically designed for language work.
2. Getting going. Once the simulation has been selected or written, the students can be introduced to the central ideas of the activity and encouraged to discuss them. Participants must understand the nature of the task, their roles, and the constraints of the environment. Information should be kept as brief and simple as possible to avoid confusion, but can be given as homework texts or in the native language to help speed understanding of what is involved. A variety of listening and reading exercises will reinforce the transfer of information and generate motivation, particularly if learners recognize they are developing useful skills. Any specialist vocabulary and expressions should be introduced at this stage.

³⁵ Ken Hyland, Language Learning Simulations: A Practical Guide. (Online serial) 31 (4).(<http://eca.state.gov/forum/vols/vol31/no4/p16.htm> accessed on June 21, 2015)

3. Managing the activity. Fluency work demands that the teacher disengage from the governing role and allow learners to produce and interpret language on their own. Once the simulation is underway, the teacher becomes an activity manager, advising and monitoring the learning environment. The management of time and the activity during the simulation should be handled by the students themselves. During the simulation the teacher becomes the observer and collecting the data to share in the debriefing. Overt error correction should be avoided and mistakes noted for discussion later.
4. Winding down. This is another communicative language opportunity for students and should be approached positively rather than critically. During the language debriefing the teacher takes a more directive and teaching role, as this explores what was said and what was not said because the students did not have appropriate language skills. It is a good idea to focus on the communicative effectiveness of the language used and have a number of general issues in mind to discuss. The content of the language debriefing may be determined by the next stage of the syllabus or remedial urgency, but its relationship to student needs is certain to be more apparent to the learners than if it is simply based on a textbook course.
5. Assessing students. Students can be assessed in a variety of ways, depending on the purpose of the activity. Generally, however, assessment will be based on how students have performed on individual tasks and on their participation and contribution to the group effort. Where the simulation results in a product,

such as a diary, report, oral presentation, news bulletin, etc., students can be allocated marks for this. If this product is a joint effort, a group mark can be allocated to each member, or the group itself can be asked to fairly share an allocated mark among its members.

G. The Role of Teacher in Speaking Simulation.

According to Harmer the teachers need to play a number of roles during speaking activities. However three have particular relevance to get students to speak fluently³⁶:

1. Prompter: students sometimes get lost, can't think of what to say next or in some other way lose the fluency we expect of them. Teacher can leave the students to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, teacher may be able to help them and the activity to progress by offering discrete suggestions.
2. Participant: teachers should be good animators when asking student to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm.
3. Feedback provider: When the students have completed an activity, the teacher just give the respond to the content of the activity as well as the language used. When the students are in the middle of speaking task, the teacher must

³⁶ Jeremy Harmer, *The Practice of English Language Teaching, Fourth Edition*. (England: Pearson Longman, 2007), 347-348

give them helpful and gentle correction to get students out of difficult misunderstanding and hesitations.

H. Previous Study

1. The Technique to Teach Speaking Viewed from Students' Creativity. An Experimental Study on Informatics Students' of STT RRI Malang in the Academic Year of 2012/2013, by AfiNormawati

AfiNormawati described that the research method applied in this research was an experimental research. The samples were taken by using cluster random sampling technique. The experimental class was taught by using simulation technique, while the control class was taught using cooperative script technique.

The research findings are: (1) Simulation technique is more effective than Cooperative Script technique to teach speaking for Informatics students of STT RRI Malang; (2) the speaking skill of the students having high creativity is better than that of the students having low creativity; (3) there is an interaction between teaching techniques and students' creativity in teaching speaking. For the students who have high creativity, Simulation technique is more effective than Cooperative Script technique.

2. Improving Students' Speaking Skill through Simulation of Eleventh Grade Students in SMK PGRI I Bojonegoro in Academic Year 2010/2011 by AyudaFidini Roberta.

The writer employs a classroom action research. This research was conducted in five meetings. The data sources of this research are the scores of students pre-test and post-test. Methods of the collecting data are observation format, field note, test and documentation.

Based on the analysis the writer draws some conclusions. First, the implementation of simulation technique in class action research is effective because the students can enrich the vocabulary more, not afraid and shy to perform in front of the class and they are active in speaking activities. The processes of improving speaking skill using simulation are asking the students to act as other person in different situation. Second, the result of teaching action using simulation technique shows that the students' score of post-test is higher than students' score of pre-test. So, the writer can conclude that the students are able to achieve a good result. Third, the students' response of teaching speaking using simulation technique in speaking class is good.

3. 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)

This final project aims at examining the effectiveness of simulation technique in improving students' speaking skill for Vocation High School. This study was conducted because teaching speaking for vocational school students is not easy.

The post-test only quasi experimental design was used in conducting the research. 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 post test, mini role play- open instruction, was conducted both in classes.

Based on the result of the study it showed that the level in speaking skill for experimental group got better than the control group. 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 writer concluded 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.

**4. An Investigation of Effectiveness of Simulation in Developing Oral Skills:
A Case Study, by Dr.ChoudharyZahitJavidTaif University, Taif, Saudy
Arabia.**

The rationale and purpose behind this research study was to implement this modern technique of simulation in English language teaching to freshman students of pharmacy. The sample of this study comprised of the whole population of freshman pharmacy students at Taif University. The experimental

group was taught by using integrated simulation activities in their English language classes. The control group was taught without this technique. The pre-test and post-test scores have been analyzed that have clearly reported that the experimental group out-performed the control group in their oral communication.

But the results of both the groups in their listening skills quizzes have not showed significant differences. The research suggests that ELT faculty members should use this innovative teaching technique especially in their oral communication classes.

Finally, according to those findings, the researcher is interested in conducting this study. By using simulation technique, the researcher hopefully that solve the teaching and learning problem in the classroom. The researcher interested in applying the simulation technique to teach speaking of procedure text.

The difference between the previous study and this study is to find out the effect of simulation technique in teaching speaking of procedure text at seventh grade of Patriot Junior High School Jombang in academic year 2014-2015. The researcher only focuses on improving speaking ability of procedure text by using simulation technique.