

**USING SIMULATION IN TEACHING SPEAKING TO JUNIOR  
HIGH SCHOOL STUDENTS'  
PAPER**

*Submitted as a Partial Fulfillment of the Requirements  
to Obtain Bachelor Degree (S1)  
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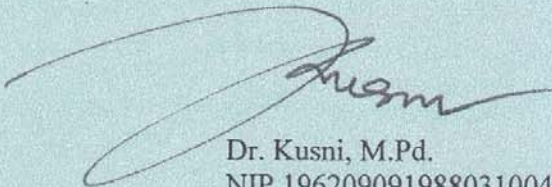
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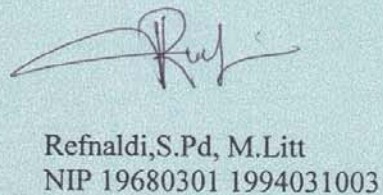
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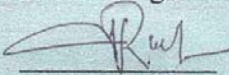
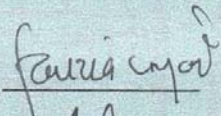
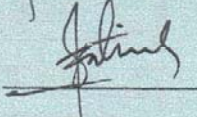
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## ABSTRAK

**Hafizah, Lona . 2011.**”*Using Simulation in Teaching Speaking to Junior High School Students* ”.Makalah. Padang: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Berbicara (*speaking*) merupakan keterampilan yang paling mendasar dan terpenting dalam pembelajaran bahasa Inggris yang harus dikuasai siswa selain keterampilan mendengar (*listening*), membaca (*reading*), dan menulis (*writing*). Dalam makalah ini penulis akan menyampaikan sebuah teknik mengajar (*speaking*) yang digunakan untuk meningkatkan kemampuan siswa dalam berbicara bahasa Inggris menggunakan teknik *simulation* pada tingkat SMP. Melalui teknik *simulation* ini, terlihat seberapa jauh kemampuan komunikasi para siswa, baik di dalam kelas maupun diluar kelas. Dalam hal ini, siswa mensimulasikan situasi yang berhubungan dengan materi yang mereka pelajari, khususnya *transactional text (conversation)* seperti: memperkenalkan diri dan orang lain (*classroom*), meminta bantuan (*grocery store*), *giving order or prohibition (restaurant)*, mengucapkan terima kasih dan mengundang teman ke pesta (*birth day party*).

Dalam pelaksanaan teknik simulasi ini, siswa dibagi menjadi beberapa kelompok, sesuai dengan topik mereka dapat. Kelompok yang melakukan *simulation* ini berada di dalam kelas, dan men simulasikan kelas seperti yang ada di kehidupan nyata, dengan peralatan yang telah dipersiapkan contohnya pada topik: “*birth day party*”(real object and realia of cake, candle, balloon etc) atau guru sesekali bisa membawa siswa langsung ke tempat yang akan disimulasikan. Dengan menggunakan media dan cara tersebut di atas, maka diharapkan guru bisa menjadikan bahasa Inggris sebagai pelajaran yang menyenangkan bagi para siswa di SMP, bukan pelajaran yang menakutkan dan membosankan. Selain itu, diharapkan siswa dapat termotivasi untuk belajar *speaking* dan mampu berbicara di depan umum dengan baik

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The writer

Lonahafizah

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Teaching English in the school is intended to develop the students' communicative competence which emphasizes the four language skills namely listening, writing, reading and speaking. These skills are important to learn by the students, because by having these skills; students are able to carry out conversation. One of the most important skills is speaking. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. The students should have ability to speak English in order to be able to communicate with others.

Based on *Kurikulum Tingkat Satuan Pendidikan* (KTSP 2006), the curriculum that used by all of the schools in Indonesia, the curriculum requires the Junior High School students to be able to interact orally in transactional (to get things done) and interpersonal (to socialized) conversation and be able to comprehend the genre. In this context, the simulation provide the learners with transactional and procedure genre that is taught at the first grade of Junior High Schools.

In the *Kurikulum Tingkat Satuan Pendidikan* (KTSP 2006), it is clear that the purpose of teaching English in junior high school is to train students to be able to communicate in written and spoken form in functional literacy level. In functional literacy level, students should be able to communicate in written and spoken form based on their needs to communicate with the closest environment.

Based on the writer experience in the field, if we compare with the real situation the purpose of *Kurikulum Tingkat Satuan Pendidikan* (KTSP 2006) is not achieved. The problem can be caused by the teacher and the students also. From the student's side, first, lack of confidence, because they are lack of vocabularies and of course they afraid of making mistake. Second, the students have lack of motivation to practice the language in daily conversation, because the teaching technique is not attractive.

Beside that, teacher also has some problems in teaching. First, teacher's will, it means that most of teachers in junior high school do not have a will to give a variation teaching technique in teaching speaking to the students, this situation makes students bored and passive. Second, media that teacher use while teaching speaking to students is not suitable, it can be cause of the limitation of fund and the difficulties of teacher to get permission from the leader of school to bring the students to go out side of the school.

Richard (in Herly, 2008) explains the typical learners' problems in speaking like speaking slowly, taking too long to compose utterances, incapable to participate actively in conversation, spoken English doesn't sound natural, poor grammar and poor pronunciation. And also Richard (in Herly, 2008) says that there are many reasons causing English learner's poor in speaking skills. They are as lack of curriculum emphasis on speaking skills, teachers' limited English proficiency, class conditions do not favor oral activities, limited opportunities outside of class to practice, and examination system does not emphasize oral skills.



Teaching speaking needs more appropriate techniques in order that the students are more talkative and creative not only in the classroom but outside of the classroom (daily activities) also. Many techniques can be applied in speaking subject including role play, story telling, and simulation. First, role play is a popular activity in communicative language teaching classes; teacher usually asks the students to play based on the role that they got. Second is story-telling, where the students retell a story in front of the class. Third, simulation, simulations are very similar to role plays but what makes simulations different than role play in simulations, students can bring item to the class to create a realistic environment.

Based on the writer observation in the field, there are many companies that offered the opportunity for the teacher to make a variation teaching technique by using the simulation technique. Every company has a different marketing strategies, teacher can choose one of the company that teacher feel appropriate to the junior high school students and suitable with some consideration, such as: limitation of fund, and limitation of teacher to get permission. Here, the writer give an example of the companies that teacher can make a connection based on the company marketing strategies, such as: *chunky club in KFC*, offering *table of manner in hotel*, *make a reservation in PIZZA*, or teacher can make a good connection with another company, like *hospital, Movie Theater, and museum*.

In my opinion, the differences of company marketing strategies is a chance to the teacher to make a change in teaching and try a new variation teaching technique to teach speaking in junior high school students. Related to Richard says about the English learners are poor in speaking skill, like speaking slowly,

doesn't sound natural spoken English, and limited opportunities outside of class to practice, why not we try the simulation technique to decrease the students problem in speaking, beside this technique develop students creativity and interest, simulation also give more opportunities to practice speaking skill outside of class, this aim is to give the variation in learning process. Students are more talkative to participate in conversation, creative, to simulate the real life situation and sound more natural. Simulation technique also makes students fun and interested in learning process.

### **1.2 Limitation of the Problems**

Based on explanation above, this paper is going to discuss the use of simulation in teaching speaking to junior high school student.

### **1.3 Formulation of the Problems**

Based on the explanation above, the problem in this paper is formulated as "how does the simulation can be used by the teacher in teaching speaking"

### **1.4 The purpose of this paper**

The purpose of this paper is to discuss how teacher can use simulation in teaching speaking to SMP students and what the advantages. It hopes that the teacher has new variation in teaching speaking to Junior High School.