

## ABSTRAK

Asril, 2010. *Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Melalui Simulasi pada siswa Kelas 10.2 Jurusan Usaha Perjalanan Wisata SMK NUSATAMA Padang*. Konsentrasi Pendidikan Bahasa Inggris. Program Pasca Sarjana Universitas Negeri Padang.

Belajar bahasa Inggris ada empat keterampilan yang harus dikuasai dan dimengerti oleh siswa, yaitu menulis, membaca, mendengar dan berbicara. Diantara faktor diatas banyak dari siswa kelas 10.2 Jurusan Perjalanan Wisata SMK NUSATAMA Padang telah mendapatkan masalah dalam berbicara bahasa Inggris. Permasalahan ini disebabkan oleh; 1) struktur bahasa Inggris berbeda dengan struktur bahasa Indonesia, 2) siswa tidak menggunakan bahasa Inggris didalam komunikasi sehari-hari baik di sekolah maupun dirumah, 3) terbatasnya kosakata yang dimiliki oleh siswa-siswa, 4) tidak adanya motivasi dari orang siswa dan orang tua.

Tujuan penelitian ini adalah untk mengetahui sejauhmana simulasi bica meningkatkan kemampuan berbicara siswa dan faktor-faktor apa saja yang dapat mempengaruhi bicara siswa melalui simulasi.

Penelitian ini dikelompokkan kedalam penelitian tindakan kelas (PTK) yang terdiri empat fase (perencanaan, tindakan, observasi dan refleksi) dan dua siklus. Partisipan dari penilitian ini adalah kelas 10.2 Jurusan Perjalanan Wisata SMK NUSATAMA Padang tahun ajaran 2009/2010

Hasil penelitian ini menunjukan bahwa pada siklus pertama, telah ada 19 (64%) orang siswa yang mendapatkan nilai diatas kriteria ketuntasan minimum or KKM yaitu 60. Kemudian pada siklus kedua terdapat peningkatan yang cukup signifikan terhadap nilai siswa bila dibandingkan dengan siklus pertama. Pada siklus kedua ada 29 (97 %) orang siswa mendapatkan skor diatas kriteria ketutasan minimum or KKM. Namun ada seorang siswa mendapatkan nilai dibawah kriteria ketuntasan minimum or KKM, nilainya adalah 56.

Penelitian ini menunjukan bahwa simulasi dapat meningkatkan kemampuan berbicara siswa kelas 10.2 Jurusan Perjalanan Wisata SMK NUSATAMA Padang. dan faktor-faktor yang mempengaruhinya adalah (1) strategi simulasi dapat mewakili situasi nyata , (2) bererapa objek wisata diketahui oleh siswa (3) model simulasi yang mudah (4) lingkungan atau ruang kelas yang nyaman, (5) motivasi, (6) waktu

Berdasaskan hasil penelitian ini, peneliti memutuskan atau berupaya (sebagai salah seorang guru bahasa inggris) untuk selalu menggunakan simulasi dalam proses belajar mengajar, terutama pada pembelajaran berbicara bahasa Inggris.

## ABSTRACT

Asril, 2010. *Improving students speaking skill through simulation at grade 10.2 of tours and travel department of SMK NUSATAMA Padang*. English Education Section. Graduate Program. State University of Padang

Studying English, there are four skills must be understood by students. they are; writting, reading, listening and speaking. Among the four skills above, many students at grade 10.2 of SMK NUSATAMA Padang face problems in speaking. These problem are caused by 1) English structure is different with Indonesian structure, 2) student do not use the English in daily communication both school and home, 3) students have limited vocabularies, 4) there is no mitivation from students and parents.

The purposes of this research were to find out to what extent simulation could improve student's speaking skill on tours and travel, and what factors can influnce students' speaking skill of tour and travel through simulation.

This research was classified into a classroom action research (CAR). It consists of four phases (planning, action, observation and reflection) and two cycles. The participants of this researchat grade 10.2 Of tour and travel department of SMK NUSATAMA Padang, academic year 2009/2010

The finding of this research showed that on cycle 1, there were nineteen students (64%) who get score above the students' speaking skill minimum achievements or KKM, it was 60. And then on cycle II, there have been significant improvement than the first I. On cycle II there were twenty nine (97 %) student who get score above the students' speaking skill minimum achievements or KKM . nevertheless, there was a student who get score under the students' speaking skill minimum achievements or KKM, it was 56.

The result of this research showed that simulation could improve the student's speaking skill at grade 10.2 of tour and travel department of SMK NUSATAMA Padang. And factors could influnce students' speaking skil: (1) simulation can represent the real situation, (2) some object have ready known by student, (3) easy model simulation, (4) environment or comfortable classroom, (5) motivation, (6) time

Based on the research finding, the reseacher suggested to himself (as one of english teacher) always use the simulation in learning and teaching process, especially in teacing speaking.

## **SURAT PERNYATAAN**

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul “Improving Students Speaking skill through Simulation at grade 10.2 of tours and travel department of SMK NUSATAMA PADANG” adalah asli dan belum pernah diajukan untuk mendapat gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, pemikiran dan rumusan saya sendiri, tanpa adanya bantuan tadak sah dari lainnya, kecuali arahan dari Tim Pembimbing dan Tim Penguji, serta masukan dari mahasiswa yang hadir dalam senimar proposal dan seminar hasil penelitian.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah di tulis atau dipublikasikan oleh orang lain, kecuali di kutip secara tertulis dengan jelas dan dicantumkan sebagai acuan di dalam naskah saya dengan disebutkan nama pengarang dan di cantumkan dalam daftar pustaka.
4. Pernyataan ini saya buat dengan sungguh nya dan apabila dikemudian hari terdapat penyimpangan dan ketidak benaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis saya ini, serta sanksi lain nya sesuai dengan norma dan hukum yang berlaku

Padang, 2 November 2010

Saya yang menyatakan,

ASRIL

91813/2007

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

In the new curriculum of our education nowadays, students are really expected to be able to speak English well. This expectation was determined and settled in 2004 and 2006 Vocational High School curriculum by the Indonesian government. Since then the establishment of learning to speak continuously is intended to encourage the students to interactively communicate with their teachers, schoolmates, or with the persons who can convey ideas, thought or issues in English. In addition, for the students themselves, giving a try to speak English is an extraordinary chance and contentment even though it is occasionally somewhat complicated to put into practice both at school and at home or community.

Even though the government of Indonesia, in this case the ministry of education, has established and fully implemented the 2004 and 2006 vocational high school curriculum, the students still get problems while practicing speaking English. Based on my observation, there are five view points which make the students fail to speak.

Firstly, getting high scores in the national final examination is nearly the only one goal of the vocational high school students. For some reasons, there is no oral English test in vocational high school. Consequently, speaking skill is often thought as the second aspect, which is always neglected. Even though there are 30 students in each Tourism Class where the researcher teaches English tourism, the

underprivileged facilities and poor teacher competence and experience make them unable to converse in English well.

Secondly, the English-speaking topics are lackluster. The dominating printed English teaching materials do not focus on situational and communicative function, which do not endeavor to enable students to cope, in the target language, which typical situation at school and at work environment as well as in ordinary life. While having English practices, they do not perform as much as possible as their English teachers expect to speak English. They tend to pay no attention to it. Therefore, English speaking is not the prime principle to improve students' English proficiency.

Thirdly, students often complain about their bore dome in repeating the same topics. They have been repeatedly asked to introduce their families, schools, favorite food and drink, transportation, hobbies or majors and to make dialogues on the subject of the job interviews, meetings visitors, or shopping. These “practical” topics and situations, which the English teachers think most successful, provide *very little* space for the students to progress their English speaking skill.

Fourthly, there is no any supportive feedback from the listeners. According to my preliminary research, apart from the factors mentioned above, at the beginning of the performance, the students confidently and actively did some dialogues simulation exercises. However, when the audience (students as listeners) lost interest in the speakers, began talking to each other or just did whatever else instead of listening attentively to the speakers, the speaker tended to, consciously or unconsciously, speed up or cut down their words and tried to flee back to their own seat as quickly as they could.

Fifthly, when researcher invited a native English to attend the English speaking class, the researcher observed that none of the students was motivated to have the possibility to practice their English. They just kept silent and smiled to their classmates. They tend not to speak English, and are ready to be reprimanded by their English teacher to win face. They believe that if they make mistakes or fail to find suitable words to express themselves, they will lose face. To protect themselves from being laughed at, they chose not to speak English. Therefore, there is the *vicious circle* found here; the less they speak, the less they improve their speaking skills, and the more they are afraid of speaking, the more they cannot be able to speak English. This is actually a cultural problem.

These main five problems lead to the result that the speaking skills of most of the students are comparatively *lower* than other skills such as listening, reading, writing, and grammar. Therefore, in this research, the researcher used of tourism guide's simulation to improve students' skill to speak English. The main reason for choosing simulation is that it can train and guide the vocational high school of tourism students to have good English speaking by possessing the adequate English vocabularies and the organization of words well.

To achieve the improvement of students' speaking performance, some simulation guides need to be considered by students. First, students are asked not to speak faster or slower. Second, they administer the volume of voice and tone which can be done through exercises and experiences. Third, they avoid patois or speaker's dialects. Four, they articulate English words, phrases, expressions and sentences completely and perfectly. Fifth, they provide English tourism information *orally* and

simply. In other words, these English tourism-speaking techniques will enable tourism students to speak English well.

Since tourist guide's simulation relies so much on English words, phrases, expressions and sentences, it offers a major and constant source of language experience for students. This language experience best attracts listeners and promotes communication. It will be a kind of excitement for students to provide information orally since tourism presents a context that holds students' intention fully.

Tourist guide's simulation is one of the effective ways to encourage students to speak English easily in front of the public. If they are bashful about speaking English in front of their friends, English teacher and so forth, this will be a challenge to place their English proficiency and ability on a solid footing to serve the local, domestic and foreign guests. By doing so, the tourism students will closely contact with them to communicate in English. This is the way to lose their fears in speaking in English.

## **B. Identification of the Problem**

Based on the writer's teaching experience every semester at the second and third grade of Nusatama Vocational High School – Tour and Tourism Department, first he found that the students are poorly unable to talk and converse in English because they do not have suitable space and atmosphere to practice speaking English. The people with whom they are talking to are not available. The second problem, there is no oral English test for vocational high school students in the national final exam. The third problem, the English speaking topic are not interesting. The last

problem, in teaching English especially in speaking are the teaching technique used by the teacher in teaching speaking is less variation.

### **C. Limitation of the Problem**

Based on the identification of the problem above, the problem is limited to the improvement of the students' speaking skill through tourism guide's simulation at the grade 10.2 of Tour and Tourism Class of Nusatama Vocational High School – Padang.

### **D. Research Questions**

1. To what extent can the tourism guide's simulation improve students' English speaking skill at the grade 10.2 of Tour and Tourism Class of Nusatama Vocational High School – Padang.
2. What factors can improve students' English speaking skill at the grade 10.2 of Tour and Tourism Class of Nusatama Vocational High School – Padang?

### **E. Purpose of the Research**

The purposes of the research are:

1. To improve the students' English speaking skill through the application of the tourist guide's simulation at the grade 10.2 of Tour and Tourism Class of Nusatama Vocational High School - Padang.

2. To find out factors influencing the improvements of student's speaking skill through the application of the tourist guide's simulation at the grade 10.2 of Tour and Tourism Class of Nusatama Vocational High School - Padang.

## **F. Significance of the Research**

This research will be significant to

### **1. Students**

First, students can be more inspired to improve and increase their English speaking skill through the application of the tourism guide's simulation. Second, they can have power over their speaking tempo. Third, they manage their English speaking volume of voice and tone through the exercises and experiences during training. Fourth, they can avoid their patois or speaker's dialects. Fifth, they can articulate English words, phrases, expressions and sentences completely and perfectly. Finally, they can provide English tourism information *orally* and simply to serve the local, domestic and foreign guests by possessing the adequate English vocabularies and the structure of the organization of words well.

### **2. Teacher**

First, the teacher can apply this technique, tourism guide's simulation, in the teaching and learning process. Second, the teacher can provide a good place for the students to learn English orally. Third, teacher can

easily encounter the students to communicate to the tourists whose language is English.

#### **G. Definitions of the Key Terms**

1. Speaking Skill is the ability to speak and to communicate in English language, which is acceptable and understandable by native speaker (Solahuddin, 2008:16-17).
2. Simulation is either inside or outside classroom activities which reproduce or simulate a real situation and which often involve dramatization and group discussion (Richards et al, 1985: 259).
3. Tourist Guide is a person employed, either directly, by the traveler, an official or private tourist organization or travel agent to inform directly and advice the tourists before and during their journey (Yoeti, 1996: 10).

## **CHAPTER V**

### **CONCLUSION, SUGGESTION AND IMPLICATION**

#### **A. CONCLUSION**

Based on the result of the research conducted in two cycles and after observing and analyzing the data, it can be concluded that applying the simulation technique in teaching English at the grade 10.2 of Tour and Tourism Class of Nusatama Vocational High School Padang improves of the student's ability in speaking English. It can be seen of increasing the student's score from pre-test, speaking test 1 and speaking test 2.

Related to the findings and discussion of this research, there are several factors that contribute to improve the student's speaking skill. They are as follows:

1. a). Tourism guide's simulation relies so much on English words, phrases, expressions and sentences and offers a major and constant source of language experience for students. It is a well motivating and immensely interesting technique which can best attract listeners and promote communication.
- b). The simulation can represent of the real situation than can be used in the classroom



2. a). The simulation makes students more active to practice their English.
- b). The simulation can improve the student's brave in facing and speaking with the foreigners.

## **B. IMPLICATION**

The results of the research done at the grade 10.2 of Tour and Tourism Class of Nusatama Vocational High School Padang have great implications related with teaching speaking skill. The findings and discussion show that using simulation technique in teaching speaking skill could improve the student's ability in speaking english. Besides that, this technique gave the positive responses to motivate the students in practicing his or her English both in and out of the classroom.

## **C. SUGGESTION**

1. As the findings of this research have proved that simulation technique can improve students' speaking skill, it is strongly suggested to teachers to apply this technique as one of alternatives in teaching English, especially at vocational High schools.

2. As simulation technique has significantly improved students' speaking skill at vocational High School, it is then suggested to apply this technique to other High School.
3. This technique can be used as one of the alternatives in solving students' problems in speaking English.

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