IMPROVING STUDENTS' SPEAKING SKILL THROUGH THEMATIC SIMULATION STRATEGY AT SMAN 18 MAKASSAR

SKRIPSI

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FACULTY OF TEACHER TRANING AND EDUCATION
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Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S. Pd) in English Education Study Program

By

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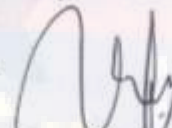February 25th, 2022

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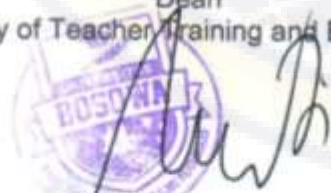NIDN. 0907096901

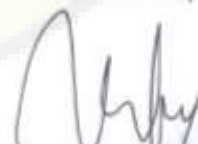Supervisor II,

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Makassar, 10 Februari 2022

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Ilham Kurnianto

ABSTRACT

Ilham Kurnianto. 2022. *Improving Students' Speaking Skill through Thematic Simulation Strategy At* SMAN 18 Makassar*, Skripsi of Teacher Training and Education Bosowa University* (Supervised by Hj. Siti Haliah Batau and Ulfah Syam).

The objective of the research was to find out the improvement of students' speaking skill which was seen from vocabulary and pronunciation scoring through thematic simulation strategy of the eleventh grade of SMAN 18 Makassar in 2021/2022 academic year.

The study applied pre-experimental method, with one group pre-test and post-test design that employed speaking test to find out the students' vocabulary and students' pronunciation. The sample consisted of 16 students used purposive sampling technique taken from the population of the eleventh grade of SMAN 18 Makassar in 2021/2022 academic year. The data collected through speaking test by using oral test.

The result of the data analysis indicated that there was an improvement of students' speaking skill. It could be seen from vocabulary and pronunciation through thematic simulation strategy from pre-test and post-test. The mean score increased from 41.25 in the pre-test to 80.62 on the post-test. The data showed that the hypothesis H_1 is accepted and the hypothesis H_0 is rejected. Based on the findings of data analysis, the writer concluded that speaking skill was improved through thematic simulation strategy. Thematic simulation was one of strategy in teaching English speaking skill at the eleventh grade of SMAN 18 Makassar.

Keywords : *Speaking, Skill, Thematic, Simulation, Strategy*.

ABSTRAK

Ilham Kurnianto. 2022. *Improving Students' Speaking Skill Through Thematic Simulation Strategy At* SMAN 18 Makassar *Di SMAN 18 Makassar, Skripsi Universitas Bosowa* (Dibimbing oleh Hj. Siti Haliah Batau dan Ulfah Syam).

Tujuan penelitian ini adalah untuk mengetahui peningkatan keterampilan berbicara siswa dilihat dari kosakata dan pengucapan melalui strategi simulasi tematik siswa kelas XI SMAN 18 Makassar tahun ajaran 2021/2022.

Penelitian ini menggunakan metode pre-experimental, yang menggunakan group pre-test and post-test design melalui tes berbicara untuk mengetahui penguasaan kosakata siswa dan pengucapan siswa. Sampel terdiri dari 16 siswa dengan teknik purposive sampling yang diambil dari populasi siswa kelas XI SMAN 18 Makassar tahun ajaran 2021/2022. Pengumpulan data dilakukan melalui tes berbicara dengan menggunakan tes lisan.

Hasil analisis data menunjukkan bahwa terdapat peningkatan keterampilan berbicara siswa dilihat dari kosakata dan pengucapan melalui strategi simulasi tematik. Nilai rata-rata siswa meningkat dari 41.25 pada pre-test menjadi 80.62 pada post-test. Hal ini menunjukkan bahwa hipotesis H_1 diterima dan hipotesis H_0 ditolak. Berdasarkan hasil analisis data, penulis menyimpulkan bahwa kemampuan berbicara siswa meningkat melalui strategi simulasi tematik. Strategi simulasi tematik adalah salah satu strategi dalam pembelajaran Bahasa Inggris pada SMAN 18 Makassar.

Kata Kunci : *Speaking, Skill, Thematic, Simulation, Strategy.*

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Finally, the writer realize that the skripsi is still far from perfect, but hopefully this study can be useful. Therefore, the writer welcome for the constructive criticism and suggestion.

Makassar, 10 February 2022.

Ilham Kurnianto.

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CHAPTER 1

INTRODUCTION

This chapter consisted of background, research question, scope of the study, formulation of the problem, objective of the study, and significance of the study.

A. Background

Language is behaviour which utilizes body parts: the vocal apparatus and the auditory system for oral language; the brachial apparatus and the visual system for sign language such body parts are controlled by one other than the brain for their function (Fred, 2019: 17). A language consists of symbols that convey meaning, plus rules for combining those symbols, that can be used to generate an infinite variety. Language is a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas, and experiences. (Goldstein, 2011: 294).

Currently, around 1.5 billion people speak English worldwide and another 1 billion are in the process of learning it ("Why Should I Learn English? – 10 Compelling Reasons for EFL Learners", 2014). English is one of the most important languages in the world and becomes the first language international communication. English has become a part of our life because it is used in all aspects. It is very important vehicles to develop our country. Therefore, everyone should be able to speak English. Speaking is the main way people to communicate. Speaking as oral

communication to convey the message in listeners. Communication will occur if the listeners can give respond in the feedback. In learning English, there are four mainly skill that have to be mastered namely listening, reading, speaking, and writing. Speaking is one of skill that covered all skill in English. The situation in Senior High School, they are seemed to be afraid to speak and also the problem always faced by the teacher is the way to each the students to speak (Brown, 2010).

There are so many simulations that can be used. It depends on the creativity of the teacher to encourage their students. If we teach them self introduction we can do simulation directly by practicing and asking the students to introduce their selves, also we can interest theme that will make the students motivate to learning English that expect can improve their speaking.

In this case, (Brown (2014: 3) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In

speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language.

In relation to this, writer tried to apply a strategy in English teaching that was teaching speaking through thematic simulation. This strategy fallows from the international view. Language as a venire for the realization of interpersonal relations and the performances of social transaction between individuals.

Thematic simulation aims to provide the students with ample opportunity for active participation in speaking English by using interesting themes that relate to their real life and they are expected to encourage them to speak freely and to express their idea spontaneously to actively participate in speaking English. And finally the writer conducted a study under the title "Improving Students' Speaking Skill Through Thematic Simulation".

B. Research Question

Related to the background above the writer formulated question as how was the improvement of the students' speaking skill assesse from vocabulary and pronunciation through thematic simulation strategy of SMAN 18 Makassar?

C. Objective of the Study

Based on the problem statement above the objective of the study was to find out the improvement of students' speaking skills viewed from

vocabulary and pronunciation through of thematic simulation strategy at SMAN 18 Makassar.

D. Scope of the Study

This study focused on the students' speaking skill. In this case, the writer gave learning to the students by using a method of Thematic Simulation Strategy and would assess the pronunciation and vocabulary at the eleventh grade students of SMAN 18 Makassar.

E. Significance of the Study

The result of this study would be expected to give some significance both theoretically and practically.

1. Theoretically significance

   a. To be useful information for the English teachers, especially for the English teachers in SMAN 18 Makassar by improving their capabilities in teaching speaking.

   b. To be fruitful information of future studyes who will conduct the same or related study.

2. Practically Significance

   This study may improve students speaking skill and give understanding about the problems experienced in teaching speaking to students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerned with related literature, definition of speaking, elements of speaking, types of spoken language, successful speaking ability, problems with speaking activities, definition of thematic simulation.

A. Theoretical Review

1. Definition of Speaking

Speaking is the delivery of language through the mouth (Pouna, 2018: 43)

One of the major in English is speaking comparing with writing, listening and reading. Some learners get problem in productive skills especially in speaking English. It is because, the students must be involved with other, we can be fairly sure that they in general way to suggest that a speaker make a definite decision to address someone. Speaking may be forced someone in some ways but we can still say that he wants or intends to speak, other wish he would keep silent, he has some communicative purposes, a speakers say things because the want something to happen as a result of what they say. He select from his language store and trying to convey on other, the teacher as an alternative capacity to create new sentences if he is a native speaker. Speaking will be defined as a complex skill that takes place in a communicative situation in order to transmit information from one

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person to another, which includes linguistic and extra-linguistic knowledge of different origins (Pouna, 2018: 45). Speaking is the way of someone to exchange the information one another that is way speaking skills involve fluent and accuracy expression meaning instead that to be observed by another participants to know what the speaker tries to say, the exercising pragmatic or communicative, competence and the observance also be the rules of appropriate in speaking, all these skills together may be said to make speaking as an act of communication and interactive with others. So it can be conclude that speaking is a means of oral communication to other or speaking is a way to bring message from one person to the other for interacting with them. Communication will not be running well without speaking and it is the most essential way in which the speakers can express themselves through the language.

Another expert stated that speaking is a means of communication in expressing ideas, information and feelings to others. It is the most essential way in which the speaker can express himself through a language. (Brown, 2010) states the speaking is literally defined as to say things, express though aloud, use the voice. Spoken language and speaking are similar in meaning that how people use the voice loudly that occurs in the time cannot go back and change, and it is produced and processed on line. Speaking skills necessary for effective oral communication must be learn through development process.

Communication is an exchange between people, of knowledge, of information. Of ideas, of feelings, so there must be concept, ideas, in the follow speakers of what they are going to say. To able to communicate their ideas, the students should be given opportunity to practice their English. Human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the effective communication (Pourhosein, 2016 : 57)

Act of communication through speaking is commonly performed in the face to face interaction and occurs as a part of dialogue or rather form of verbal exchange. What is said therefore, depends on an understanding of what case has been said in the interaction. In the further discussion Widdowson proposes the term "speaking" for the manifestation of language as usage and reverse to the realization as "talking".

Speaking ability as the ability to communicate ideas appropriate. In other word, speaking ability is the ability to speak appropriate and effectively in a real communicative situation in order to communicate ideas to other. English in Indonesia gains high prestige or status exemplifies that most job after for private companies require the

applicants to be conversant with English. Civil servants who can speak English are considered to be distinguished ones.

Communication is a language, which is carried out through two basic human actives, namely speaking and listening. In speaking we up our idea into words for the people to understand our ideas and hope people give us the feedback. That is why the two activities cannot be separate from one another. They are integral parts of language. It means that we study language we also think of how people speak and understand each other.

Speaking is fundamentally an instrument act. Speakers talk in order to have effects on their listener. They assert things to change their state of knowledge. They effects on their state of knowledge. They ask them question to get them provide information. They request things the get them to do thing for them. And they promise, bet, warn, and exclaim to affect them in still other word ways. The nature of the speech act should therefore play a central role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way, and the select and utter a sentence and how to terminate to conversation and so on. Negotiation of meaning refers to the skill of making sure the person you are speaking to has correctly understood them (making sure, in other words, that you are both 'on about' the same thing).

In planning what to say, speaker are faced with a series of interrelated problems. These are solved at the level of the discourse, the sentences, or the constituent.

When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth. This skill is often ignored in some teachers' classes. Learners do not have enough opportunity either in their classes or outside to speak English. Unfortunately, speaking is not an important part of teachers' exams. Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short dialogues in the classrooms to develop their students' speaking skill (Basir, Azeem, & Dougar, 2011 : 35).

Based on some explanations and opinions above, the writer may conclude that speaking is like a key of language because through speaking person can get directly the information in a conversation, that is why people are going to be so important to learn speaking, most of our daily formed by speaking such as interaction in where we are living, and speaking must be running well as communication when participants consist of speaker and listener are giving feedback towards the communication they made.

2. Elements of Speaking

According to Arung (2016 : 70), there are some components of speaking. These components can be used as a measurement whether someone's speaking is good or not. Those are described as follows:

a. Accuracy. Pronunciation maybe influenced by native language but should be generally intelligible. No focusing errors of grammar or vocabulary. Accuracy in speaking means someone can produce correct sentences in pronunciation, grammar and word choice so can be understood. There are two component accuracy: pronunciation and vocabulary as follows:

1) Pronunciation. Pronunciation is the way in which a word is pronounced, the spelling of word in accordance with their usual pronunciation. Pronunciation teaching deals with recognition and understanding the flow of speech and production of work.

2) Vocabulary. Vocabulary is total number of words which (with rules for combining them) make up a language. It consist of content words; noun, verbs, adjective, adverb, and function words such as preposition , conjunction, article, and pronoun.

b. Fluency. The speaker may often have to search for a way to say, contribution maybe limited to one or two simple utterance. Fluency is the ability to use a language spontaneously and confidently without undue pauses a hesitation. Fluency is an aspect that influences very much the students' ability in speaking English. The

teachers have to guide the student to develop to master in to be fluent in speaking. In this case the students can speak spontaneously by using a right language or the students do not use too many unnatural paused but succeed in conveying the general meaning and fair range of expression. Fluency as the quality of flowing, freedom, expressively, readiness or smoothness of speech. In a sense of speaking, the speaker should speak comfortably as native speaker speed and rhythm particularly in every day context for some abstract topic. Thought he might speak with some or more hesitation, and then he should always keep up to practice his speaking. This condition will gradually release the hesitation. Moreover in adequate communication students should have more practice so that they could use that their natural speed and rhythm, though they have to study ways of flowing the language system. Speaking fluency is derived from experience of oneself. He also added that for the purpose of communication, the language students must master the language system as much as they can. However mastering of grammar, vocabulary and pronunciation in communication, should at the same time.

c. Comprehensibility. Comprehensibility is the process understanding of the utterances send by the speaker don by listener. Comprehensibility has two common senses. Its narrow sense, it denotes the building of meaning from sounds. Comprehensibility in

broader sense denotes the interpretation the meaning and utilizes the speech act conveyed. There are two people want make communication to each other, they have to be speaking because they have different information. The activity of speaking and communication should be understood by the speaker and listener. For example, a question, listener extracts the importation then tries to search the answer for it.

Teacher has to use various techniques to stimulates students to speak English in particular, and to create teaching-learning process with are livelier in general. If students have positive attitudes towards the technique the teacher uses, they will find it easer to learn.

As a comparison to another expert such a Harmer (2014 : 243) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

a. Language Features

The elements of necessary for spoken production, are the following:

1) Connected speech : in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2) Expressive devices : native speakers of English change the pitch and stress of particular parts of utterances, vary volume and

speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meaning.

3) Lexis and grammar : teacher should therefore supply a variety of phrases for different function such as agreeing of disagreeing, expressing surprise, shock, or approval.

4) Negotiation language: affective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental / social processing success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates :

1) Language processing : language processing involves the retrieval of word sand their assembly into syntactically and propositionally appropriate sequence.

2) Interacting with others : effective speaking also involves a good deals of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

3) (On the spot) information processing : quite apart from our response to other's feeling, we also need to be able to process the information they tell us the moment we get it.

3. The Nature of Speaking

Language as number of different levels sounds, words, sentences, structure, meaning and use. Language is not just abstract structured system, they are also used in though and communication and it is the task of psycholinguistic to discover how information is utilized in the production and comprehension of expression and how speakers acquire these abilities. Oral communication is a case in which cognitively at least, it is easier to archive emphatic communication since there is immediate feedback the hearer.

In speaking class, the students are hoping to express idea information and feeling to other, practicing to use the language is very important in order to develop the student's ability in speaking. The students will not be able to speak fluently if they do not practice the language in good, correct and accurate language.

Speaking as a social and situation - based activity. All these perspectives see speaking as an integral part of people's daily lives. Together, they help assessment developers form a clear understanding of what it means to be able to speak a language and then transfer this understanding to the design of task and rating criteria. The more these concrete features of tests are geared towards the special features of

speaking, the certain it is that the result will indicate what they purpose to indicate, namely the ability to speak a language.

Teaching and testing experts often talk about speaking as a technical term to refer to one of the various skills that language learners should develop and have. This type of speaking tends to be seen as something that individual do. It is legitimate, and for educational purposes useful, to see speaking in this way too, because it is true that individuals speak, and an important part of language use in personal. Nevertheless, it is also important to remember that speaking forms a part of the shared social activity of talking.

In a typical spoken interaction, two or more people talk to each other about things that they think a mutually interesting and relevant in the situation. Their aim can be to past the time amuse each other, share opinions or get something done, or they can aim to do several of these and other things at once. The point in their interaction is that they do these things together. Each participants is both a speaker and a listener; they construct the event together and share the right to influence the outcomes which can be both shared and individual.

In this case, the writer concludes that the element of speaking also relates to the nature of speaking. They may have close correlation because the elements such as accuracy, fluency and comprehensibility will be just nothing without words, sentences, sounds, meaning and the use called as the nature of speaking itself.

4. The Types of Speaking

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follow:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language from. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is speaking practicing some phonological and grammatical aspects of language. It usually places students doing the talk in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard, greeting and small talk, simple request and comments, giving instruction and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussion, conversation and games.

f. Extensive (monologue)

Teacher give students extended monologues in the form of oral reports, summaries and story telling and short speeches.

5. Successful Speaking Activity

Students are successful in learning speaking when they can use the language in daily communication both in and out school. Brown (2001) says spoken language is easy to perform, but in some cases it is difficult. In order that they can carry out the successful speaking, they must have some characteristics of successful speaking activity such as:

a. Learners Talk a Lot

Teacher should give a lot of time to student to speak in the classroom. Let student speak as much as possible in the discussion. The more students talk, the more effective learning speaking is created.

b. Participants is Even

Teacher should control everyone in the classroom. Do not let the talkative students has dominant contribution in the discussion. Each student has the same chance to speak in the classroom.

c. High Motivation

Teacher should support students to have high motivation in learning. Having good interesting topic may increase students' motivation to archive a task objective.

d. Language is in Acceptable Level

Teacher should know what to be taught to their students, meaning that the lesson should be acceptable. Students can express themselves to use the language in communication to each other.

6. The Problem with Speaking Activities

The gain of speaking is that students can use the language as well as possible. However, in the learning process, some problems are found. Al- Hosmi (2014) explained the problem with speaking activities. Those problems are elaborated as follows:

a. Inhibition

Learning speaking is not much different from learning writing and reading. Speaking needs some level of real-time exposure to an audience. Learners are often inhibited of making mistakes; a foreign language is a strange lesson for them, they are afraid of making mistakes and fear of criticism.

b. Nothing to Say

In learning foreign language, usually learners do not have any idea in their mind because they do not think in English but in their own language. It happened because they fell what that they should speak the language, which is strange for them.

c. Low Participation

It happens because on student / participants only has a limited time to speak. Some students are dominant, while others speak very little or cannot express their idea optimally in the discussion.

d. Mother – Tongue Use

When learners are discussing some problems usually, they share with other by using their mother tongue, not the target language. It is because they feel unnatural to speak in foreign language.

7. Factor Influencing Students Speaking Skill

Most of students assumed that speaking is the most difficult language skill to master, if we compare with other skills such as listening, reading and writing. So the writer tries to describe some factors influencing the students speaking skill as follows:

a. Vocabulary

In the master of vocabulary the students state that vocabulary is the most important things to master for those who want to be skilful in speaking. Acquisition of an adequate vocabulary is essential for successful second language use because without an extensive

vocabulary we will unable to use the structure and function. We may learn for comprehensible communication.

The problem facing by Indonesian students in the second system of the English language. Some elements and pattern that difficult structurally from the students' language and represent more complex system are the real problem vocabulary always exist in every tome we speak because without vocabulary (word), the communication among people is impossible to be happened. Teaching speaking is difficult, the main case of the vocabulary and sound system.

b. Frequency of Practice

Language is the habit, it means that all the language need exercise or practice because without practicing we cannot master the language. The difficult of the students expressing their ideas in English, especially for the student of SMAN 18 Makassar, they prefer to speak English, but when they meet their friends, they prefer to speak with their native speaker language. It indicates that the students lack of practicing in speaking because they only speak in limited occasion.

c. Functional Grammar

Another factor influencing the students' ability is functional grammar the frequency of the students' activity in reading functional grammar books can increase their knowledge. Sometimes the

students want to speak with other people but they can lack of information.

d. Motivation

All activities in the world like studying English need motivation, but something the students do not have motivation to practice the speaking English. It caused by their poor of vocabulary. Although their teacher effort them to practice their speaking but they cannot speak because they do not have any interest to speak. And it means that the teachers should give a special attention to the improvement of the student speaking ability by given them suggestion.

e. Self Confidence

Speaking is an oral communication. In speaking with another people, we need braveness. These are many students who have not self confidence. So, they cannot communicative with other people. The effect of this, the sometimes feel embarrassed to speak English, it may be caused of psychological aspect.

f. Pronunciation

Pronunciation is one factor influencing the students' ability in speaking language, because by good pronunciation someone can understand what we have said. Pronunciation teaching deals with two integrated skills, recognizing or understanding the flow of speech and production or fluently in spoken language. These skills

rely very little on intellectual master of any pronunciation rules. Ultimately it is only practice in listening and speaking which will give the learners the skill he requires.

g. Sound

In the English language is a difference between sound and spelling. The influence of English is a strong however, that many speakers find it difficult think in term of sound. Therefore is very important to get in to the habit of listening and think of the sound on words. The present speech sound we face two major types: first, a single letter of the alphabet often represent more than one found and conversation a single speech sound is often represent by several different letters.

h. Stress

Stress refers to the degree of force or loudness. It is indicated the importance of syllabi and the importance of certain words in phrase and described as the degree of which a sound and syllable is uttered.

i. Intonation

Intonation is the turn what we say. More especially, it is the combination of musical tones on which we pronounce the syllables that make up our speech. Intonation is a big indicator of big indicator of involvement as well. So, intonation is also clearly important because it can change the meaning of what we are saying although using in different way.

According to the explanations above the writer finally would like to take pronunciation and vocabulary aspect to be measure in this study as the main point. Pronunciation is one important factor that influencing the students' ability in speaking language, because by good pronunciation someone can understand what we have said and also supported by (Webster Dictionary, 2003) stated that pronunciation is the way in which a word is pronounced, means pronunciation is having so close correlation with speaking itself, on the other hand vocabulary also play an important role in doing speaking where vocabulary is total number of words which (with rules for combining them) make up a language. It consist of content words; noun, verb, adjectives, and adverb, and function word such as preposition, conjunction, article, and pronoun that will be express around those by the person or student in doing speaking itself.

8. Thematic Simulation

Using a thematic approach is a great way to cover a variety of topics related to a major topic or unit. Pick a theme from our selection of popular themes. There are topics and links to a variety of resources that will help you to develop lesson that are challenging, exciting and fun for students! We feature over forty teacher resources per thematic unit.

Thematic is one of the teaching strategy that uses themes towards creating an active, interesting and meaningful learning (Min,

2012). In literature, a theme is the m ain idea of the story or the message the author is conveying. This message is usually about life, society or human nature. However, some readers would say that, because all stories choose certain areas of life to focus on and deal with, all stories inherently project some kind of outlook on life that can be taken as a theme regardless of whether or not this is the intent of the author (Jul,2004).

Simulation can be defined as structured set of circumstances that mirror real life and participants act as instructed.

A simulation is the situation in which a person is placed into a scenario and is directly responsible for the changes that occur as a result of their decision. Simulation in business learners can perform building company, meeting, negotiation and product presentation with the help of simulated environments. Problem solving skills cause and effect and decisions give the user a sense of purpose in their quest to tackle the real situation they are "playing with". Simulation are in way, a lab experiment where the students themselves are the test subjects. They experience the reality of the scenario and gather meaning form it. It is a strategy that fits well with the principles of constructivism (Maksa, 2012).

Simulation takes a number of forms. They may contain of elements of a game, a role play or an activity that acts as a metaphor.

The chief element is that they have context. Students must make decision within its context.

The most common view of simulations is that they provide a way creating a rich communicative environment (a representation of rality) when the students actively become a part of some real world system and function according to predetermined rule as members of that group more important, however, is not nation that a simulation becomes reality and the " feeling of representivity fades", so much so that the world outside the simulation become, paradoxically, imaginary, for a more detailed explanation of the mechanism of simulation.

Example of thematic simulation :
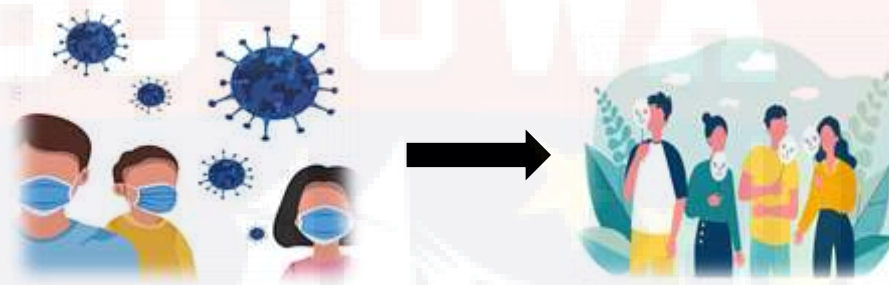
In the diagram above, the teacher decides a particular theme is the pandemic situation. In which students play their roles related to the pandemic situation. For example, some become a doctor, some become a nurse, and some become a patient.

9. Advantages of Simulation

Some advantages of simulation activities that simulation can be so fun, students are naturally motivated to participate, the strategy encourages teacher to develop their own simulation activities with or

without their assistance of the students. It will follow for type's experimentation that cannot take the place in the real environment. It reduces that level of abstraction, even when the concept being explored is abstract because the student is directly involved in the activity, it also requires the type of interaction among the students can be conducive to class unity, the strategy often elicit a positive response from students who are slow, pones from student who slow, disadvantages or unmotivated. Many simulation activities promote and reward critically thinking because they involve analysing possible moves and probable consequences of these moves. The strategy allows teachers to work with a wide range of students' capabilities as the sometimes.

Simulation is a classroom activity which gives the students opportunity to practice the language, the aspect of role behaviour and actual roles they need the classroom.

As classroom activities, simulation implemented in the classroom by means grouping the students after giving theme that will be discussed. The students in the group are given a board game rules cards which contains task or instructions that they have to do or play. Each students are given an opportunity to play or simulate unity. Finally they in each group come in their solution. Each group then send on of their members to report their solution. The solution may vary each group.

This thematic simulation is an activity in the classroom that using interesting theme in teaching speaking for students which give them opportunities to practice the language and expected can improve the students' speaking skill.

Based on explanation above the writer may conclude that thematic simulation is the continuous ways the implement by the same time may conduct in the classroom to interact and arouse the students' passion in learning though thematic that provide some themes or topics to be simulated by the students that called together as thematic simulation.

10. The Implementation of Thematic Simulation

In this study, the writer may explain about the application of thematic simulation that will be held in the classroom with two processes namely thematic and simulation. Students will choose theme or topic in a group of theme that teacher early prepared through playing a sample board game, the sample board game that will be used is a ladder snack and each box in the game will be filled by the different question as the theme or topic that will be played by the students. In where students put their finger on that box of the game they must explain simply by orally about the answer of the question as the theme or topic they have got, if one student is unable to answer the question on that game, he/she will be having punishment such us memorizing 5 regular and irregular verbs, spelling their full name, introducing their

selves, mentioning five uncountable noun or countable noun. After that the writer will give the students the preparation activity for the next meeting by giving different themes that will be discussed on the next meeting .

B. Previous Related Finding

Thematic is one of the teaching strategy that uses themes toward creating an active, interesting and meaningful learning (Min, 2012).

Thematic organization and thematic progression play crucial roles in the message function of language. An important question is how translators deal with these thematic choices as textual devices when a text is translated in to another language (Jalilifar, 2014 : 81).

The students are highly motivated and they feel that they get enough practice as well as theory, kinds of simulation that are effective in English Class are building company (making business plan), conducting meeting, doing negotiation and presentation (Madsa, 2012 : 1).

Simulation is an extremely valuable method for learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting and can be create the motivation and involvement necessary, for learning to occur (Tompkins, 2012).

Based on the previous related findings above the writer concludes that thematic and simulations are the joyful way in learning and students can feel interest in learning by this way because the students can get

enough practice as well as theory. In my study I use three steps in conducting the method namely pre-test, treatment and post-test that will be a tool of measurement to know how far the students' progress speaking skill, on the other hand I will use a group of interesting themes in the treatment to stimulate the students' speaking ability in order to increase students' speaking skill .Therefore, the writer finally decides to use thematic and simulation to be the way of improving students speaking ability of SMAN 18 Makassar.

C. Conceptual Framework

```
┌─────────────────────────────┐
│   Teaching Speaking Skill   │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│     Thematic Simulation     │
└─────────────────────────────┘
       │              │
       ▼              ▼
┌──────────────┐  ┌──────────────┐
│ Pronunciation│  │  Vocabulary  │
└──────────────┘  └──────────────┘
       │              │
       ▼              ▼
     ┌─────────────────┐
     │    Analysis     │
     └─────────────────┘
              │
              ▼
     ┌─────────────────┐
     │    Finding      │
     └─────────────────┘
```
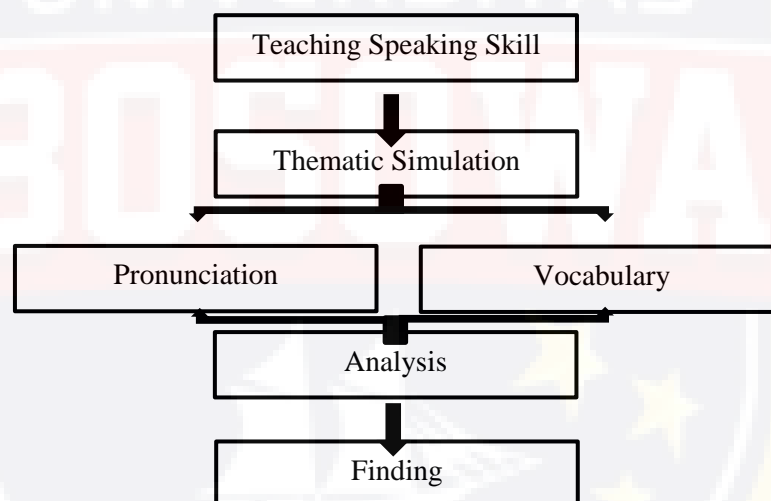
Chart 1 : Conceptual Framework

Based on the conceptual framework diagram, there are four mains elements to be explained. They are:

1. The teaching speaking uses thematic simulation to the class of pre-experimental study with instructional material.

2. The writer observes a class using method of Thematic Simulation in speaking skill.

3. The output is the result of the pre-experimental class. They result will be the students' speaking skill, involves students' vocabulary and students' pronunciation.

4. There are two variables that assessed namely students' pronunciation and students' vocabulary.

D. Hypothesis

There are two hypothesis that applied in this study. They are:

1. Null Hypothesis (H0), means that there is no improvement in students' speaking skill through thematic simulation.

2. Alternative Hypothesis (H1), means that there an improvement in students' speaking skill through thematic simulation.

CHAPTER III

RESEARCH METHOD

This chapter presented the description of study design, time and location of the study, population and sample, study variable and operational definition, instrument of the study, procedure of collecting data and technique of data analysis.

A. Research Design

The applied method in this study was pre-experimental design with one group pre-test and post-test design, it consisted of single class. It is called pre-experimental design because the method is often referred to as "quasi-experimental". This design is not yet a real experiment. (Sugiyono, 2014:109), said that Pre-experimental design is a design that includes only one group or class that is given pre and post-test. This one group pre-test and post-test design, carried out on one group without a control or comparison group. The class would be pre-test, a treatment and post-test. The study design could be seen in the following diagram:

01	X	02

Where:

01   : Pre-Test

X   : the treatment

02   : Post-Test

(Manion,2011)

B. Time and Location of the Study

This study would be carried out at SMAN 18 Makassar in 2021/2022 academic year. The writer would carry out four times for the study.

C. Population and Sample

1. Population

   The population of this study were the eleventh grade students of exact classes of SMAN 18 Makassar. The total classes were five classes in exact major. Namely XI Exact 1, XI Exact II, XI Exact III, XI Exact IV and XI Exact V.

   Table. 3.1. The total number of students in Exact Class

Exact 1	Exact 2	Exact 3	Exact 4	Exact 5
36	36	36	36	36
The total number of students in Eleventh Grade of Exact Class: 180 Students				

   Source : KTU of SMAN 18 Makassar

2. Sample

   Sample was taken by using purposive sampling technique as the class that would be observed. The sample that has been selected is XI EXACT 1 which consists of 16 students.

.

D. Study Variable and Operational Definition

1. Variable of the Study

   This study would use two variables they are independent variable and dependent variable. The independent variable was the Thematic Simulation and the dependent variable was the students' speaking skill.

2. Operational Definition of Variable

   To avoid inclination interpretation particularly related to the term utilized in this study, operational definitions of the involve variables were formulate as take after:

   a. Thematic simulation was the continuous ways the implement by the same time may conduct in the classroom to interact and arouse the students' passion in learning though thematic that provided some themes or topics to be simulated by the students that called together as thematic simulation.

   b. Speaking was the essential expertise of individuals to create dialect that has meaning to get what the speaker was saying.

E. Instrument of the Study

   The writer used speaking test to express the argument or opinion as the instrument of the study. By giving some topics the writer asked students to express their opinion towards the topics. The writer also used recording to know the improvement of students' speaking skill of SMAN 18 Makassar.

F. Procedure of Collecting Data

The procedures of collecting data were taken two section as follows:

1. Pre-Test

The students would be given pre-test as speaking and oral test to know the students pronunciation and vocabulary, the students would be given a theme or topic discuss about, they would choose one of the topics and starting to express their opinion towards the topic orally, if the students already having their turn of that, the writer would give a task to perform to the next meeting, the writer would give a theme to discuss. The pre-test only would take one meeting.

2. Treatment

The technique would be carried out two times and each meeting would take 90 minutes, namely:

a. Opening

The writer made greeting, introducing self and telling the students what they were going to learn and why it was important and also explain the technique that they took part in learning process. This step should be able to arouse the students' curious to learn.

b. Main Activity

Before simulation was used in the classroom, the writer introduced the rules, procedures, scoring of decision. The writer divided the students in pairs with seven groups, each group would be

playing a role play, the group of students would be chosen randomly to get the first turn. After that the writer would give the students preparation activity for the next meeting by giving same themes that would be discussed on the next meeting.

c. Closing

The writer gave a review about the material. And gave homework to the students.

d. Post-Test

The simulation would be given a post-test that has same way with pre-test in determining the improvement the students' speaking skill toward thematic simulation method in teaching speaking.

G. **Technique of Data Analysis**

Scoring classification to evaluate the students speaking skill in the following table:

Table. 3.2. Scoring Pronunciation

Score	Criteria
5	Speaking is the right pronunciation correctly and having very good target language.
4	Speaking is the right pronunciation correctly and having good target language.
3	Speaking in the right pronunciation with some mistakes, but quit good in target language.

2	Speaking in the wrong pronunciation with some mistakes, but not good in target language.
1	Speaking in the wrong pronunciation with a lot of mistakes, but also not good in target language

T

Table. 3.3. Scoring Vocabulary

Score	Criteria
5	Use vocabulary and idioms is virtually that of a native speaker.
4	Sometimes use inappropriate terms or must rephrase ideas because of lexical inadequacies.
3	Frequently user the wrong words. Conversation somewhat limited vocabulary.
2	Misuse of word very limited. Vocabulary makes comprehension quite difficult
1	Vocabulary limitation as extreme as so make conversation virtually impossible.

(Hanik: 2011)

1. Finding the score of students answer of pre-test and post-test by using the formula:

$$\text{Score} = \frac{Students\ Correct\ Answer}{Maximum\ Score} \times 100$$

(Depdikbud, 2007)

2. Classifying the total score of the students' answer of pre-test and post-test into the following scale:

   a. Score 9.6 – will classify as Excellent

   b. Score 8.6 – will classify as very good

   c. Score 7.6 – 8.5 will classify as good

   d. Score 6.6 – 7.5 will classify as fairly good

   e. Score 5.6 – 6.5 will classify as fair

   f. Score 3.6 – 5.5 classify as poor

   g. Score 0.3.5 will classify as very poor

3. Finding out the mean score of the students answer by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where: $\bar{X}$ = the mean score

$\sum x$ = the sum of all the score

N = the total number of students

4. The percentage students' speaking ability through Thematic Simulation method is identified by using the formula as follow:

$$\% = \frac{X2 - X1}{X1} \text{ X } 100$$

Where: % = the percentage of the students' improvement

X1 = the mean score of pre-test

X2 = the mean score of post-test

5. Finding put the significant difference between the pre-test and post-test by calculating the value of t-test. The following formula as follow:

$$\text{T-Test} = \sqrt{\Sigma \frac{D2 \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

Where: T = Test of Significance

D   = the difference between matched pairs (X1X2)

∑D   = the sum of total score difference

(∑D)²   = the square of the sum score of difference

N   = the total number of subject

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describ the study findings and discusses the findings. This finding correlates with the problem statement stated in the introduction. The findings presented in this section consist of data obtained through the test to know if there were improvements of thematic simulation strategy on the speaking skill of students at SMAN 18 Makassar after giving them treatment. This section discussed the description and interpretation of the findings in this study. The findings that the writer report in this study were based on the analysis of data collection and application of the techniques described in the previous chapter.

A. Findings

In this section, the writer describ the result of data analysis in the pre-test and post-test. It was found from the result of the test about oral test. The test was conducted twice, namely pre-test and post-test, the writer gave an oral test to the students before and after treatment. Pre-test and post-test were conducted to get students' speaking scores to determine students' speaking skill. After analyzing the data obtained from the pre-test and post-test, the following were the results of the data analysis. The results of students' speaking scores on the pre-test and post-test could be seen in the table below:

Table 4.1. The Students' Speaking Score In Pre-Test

No.	Students Initial	Pronunciation	Vocabulary	Score	Classification
1	LSS	3	3	60	Fair
2	MT	2	3	50	Poor
3	AA	3	4	70	Fairly Good
4	FG	4	4	80	Good
5	AMF	3	3	60	Fair
6	FI	3	2	50	Poor
7	DP	2	2	40	Poor
8	DN	1	1	20	Very Poor
9	ID	3	2	50	Poor
10	MS	2	1	30	Very Poor
11	AGG	2	1	30	Very Poor
12	FZ	1	1	20	Very Poor
13	DO	1	1	20	Very Poor
14	SL	1	2	30	Very Poor
15	AP	1	1	20	Very Poor
16	CT	2	1	30	Very Poor

Source: Students' Pre-test Score

Based on table 4.1, it could be concluded that there was no students who had scored 96-100. It means there was 1 student got a score of 76-85. There was 1 student got a score of 66-75. There were 2 students got a value of 56-65 and there were 12 students got a value of <56.

As being stated earlier that after tabulating and analyzing the students scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table were the students pre-test score and percentage.

Table 4.2.The Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-85	1	6.2%

Fairly Good	66-75	1	6.2%
Fair	56-65	2	12.5%
Poor	36-55	4	25%
Very poor	0-35	8	50.0%
Total		16	100%

Source: Students' Pre-test

Table 4.2. The shows that, in the pre-test there were no students classified as Excellent and very good, there was 1 student classified as good than 6.2%, there was 1 student classified as fairly good 6.2 %, there were 2 students classified as fair than 12.5%, there were 4 students classified as poor than 25% and there were 8 students classified as very poor than 50%.

Table above also indicated that before giving treatment to the students in improving their speaking through thematic simulation strategy, the students' speaking skill which was seen from pronunciation and vocabulary scoring categorized as good, fairly good, fair, poor, and very poor classification.

Table 4.3.The Students' Speaking Score In Post-Test

No.	Students Initial	Pronunciation	Vocabulary	Score	Classification
1	LSS	5	5	100	Excellent
2	MT	5	5	100	Excellent
3	AA	4	5	90	Very Good
4	FG	5	5	100	Excellent
5	AMF	5	4	90	Very Good
6	FI	4	5	90	Very Good
7	DP	4	3	70	Fairly Good
8	DN	5	4	90	Very Good
9	ID	4	3	70	Fairly Good
10	MS	3	4	70	Fairly Good
11	AGG	3	4	70	Fairly Good
12	FZ	3	4	70	Fairly Good
13	DO	3	4	70	Fairly Good

14	SL	3	4	70	Fairly Good
15	AP	3	4	70	Fairly Good
16	CT	4	3	70	Fairly Good

Source: Students' Post-test Score

Based on table 4.3, it could be concluded that there were 3 students got a score of 96-100, there were 4 students got a score of 86-95, there were no students got a score of 76-85, there were 9 students got a score of 66-75, there were no students got a score of 56-65, there were no students got a score of 36-55, and there were no students got a score of 0-35.

After the writer gave a treatment, students' speaking skill could improve. Improvement was revealed from the results of students' performance in the post-test. In the post-test, students' pronunciation got better, students became more confident and fluent in expressing their opinions. some of the students also used facial expressions and gestures.

After tabulating and analyzing the students' scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table was the students post-test score and percentage.

Table 4.4. The Percentage of Students' Post-test Score.

Classification	Score	Frequency	Percentage
Excellent	96-100	3	18.8%
Very Good	86-95	4	25.0%
Good	76-85	-	-
Fairly Good	66-75	9	56.2%
Fair	56-65	-	-
Poor	36-55	-	-
Very poor	0-35	-	-
Total		16	100%

Source: Students' Post-test

From the classification, scores, and post-test percentage levels, it was depicted in table 4.4 that out of 16 students, there were 3 students classified as Excellent 18.8%, there were 4 students classified as very good 25%, there were no students classified as good, there were 9 students classified as fairly good than 56.2%, there were no students classified as fair, there were no students classified as poor, and there were no students classified as very poor.

After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the following table :

Table 4.5. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre-test	16	20.00	80.00	660.00	41.2500	19.27866
post-test	16	70.00	100.00	1290.00	80.6250	12.89380
Valid N (listwise)	16					

Based on the pre-test and post-test data on this page, it was clear that there was a significant significance of students' speaking skill in the post-test through the treatment of these students by showing a video. In the pre-test, the mean score was 41.25 and the standard deviation was 19.27866. Meanwhile, in the post-test, the mean score was 80.62 and the standard deviation was 12.89380. The average value of the post-test is higher than the pre-test.

After conducting pre-test and post-test scores of students in the experimental class, the writer used t-test to test the hypothesis. T-test was a test to measure whether there was a significant difference between the results of the students' mean scores on the pre-test and post-test. By using the t-test inferential analysis or the significance test ran by SPSS Version 2.5, significant differences could be analysing easily.

In this study, the Null hypothesis (H_0) stated that there were no improvements of students' speaking skill of SMAN 18 Makassar. While the Alternative Hypothesis (H_1) stated that there were improvements of students' speaking skill through thematic simulation strategy at SMAN 18 Makassar. If the significance value was 2 or sig. (2-tailed) was lower than 0.05, H_1 accepted and H_0 rejected.

Table 4.6. Paired Samples Test

| | Paired Differences | | | | | | | Sig. (2-tailed) |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
F pre-test - post-a test i r 1	-3.93750 E1	13.40087	3.35022	-46.51582	-32.23418	-11.753	15	.000

The result of t-test stated that Sig. (2-tailed) was 0.000. The result provided that the Sig. (2-tailed) table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0)

was rejected. This means that the thematic simulation strategy could improve the speaking skill at the eleventh grade of SMAN 18 Makassar.

B. Discussion

The description of the data collected through the test as described in the previous section showed that the thematic simulation strategy was able to improve students' speaking skill. This was supported by the writer experience when conducting the pre-test and post-test. In the pre-test, most of the students felt nervous and uncomfortable when speaking while in the post-test (after giving treatment) there were several improvements achieved by students, namely:

1. Students were more active in speaking activities.

2. Students' speaking skill increased.

3. Students' vocabulary and students' pronunciation got better.

4. Students were more fluent in speaking activities.

This fact also supported by the frequency and percentage level of students' pre-test and post-test results. The score of students after being given treatment was better than before being given treatment. Based on the results of the pre-test score, many students had difficulty in speaking activities. When the writer calculated the scores, no students got Excellent and very good classification in pre-test, but in the post-test had increased, some students even got Excellent and also very good. It just indicated that in the pre-test only 1 student got good classification, there was 1 student

got fairly good classification, there was 1 student got fair classification, there were 4 students got poor classification, and there were 8 students got very poor classification.

Before giving treatment to the students in improving their speaking through thematic simulation strategy, the students' vocabulary and pronunciation was categorized as fairly good, good, fair, poor, and very poor classification, while after giving the treatment in post-test the students' score was categorized as 3 students got Excellent classification, there were 4 students got very good, and there were 9 students got fairly good classification.

After being given the role play treatment, the students' speaking skill test results got a higher score than before. In summary, the mean pre-test score was 41.25 while the post-test mean was 80.62. This means that the results of the pre-test and post-test increased by 45%. Some of the students were classified as very poor category due to the lack of confidence in speaking activities. The other students were classified as poor category due to the hesitation when doing speaking activities.

The students got good achievements in speaking skills after applying thematic simulation strategy. Referring to the description above, it could be concluded that the thematic simulation was a better strategy to improve students' speaking skill.

The first day of this research, the writer conducted a pre-test to the students at SMAN 18 Makassar. The writer gave the students oral test.

After taking the pre-test from the students, the writer did the treatment. The students were treated to do a role play. In the first treatment, the writer explained what thematic simulation strategy was and the advantages of thematic simulation strategy for speaking skill. In the second treatment, the writer did same activities as the first treatment. At the last meeting, the writer applied the post-test. In the post-test, the writer gave the same test when the writer did the pre-test.

The students' scores on the post-test were higher than the scores on the pre-test. The post-test results showed that the thematic simulation strategy in speaking gave progress to students' speaking skill. Based on the study findings above, the writer showed that before giving the treatment (pre-test), some of the students were classified as poor in speaking activities.

Therefore some advantages of thematic simulation strategy that students can apply skills from one theme to another theme, helps students see relationships between theme, increases student interest and time engaged in learning, draws connections from the real world, makes for well-rounded students, and expands assessments options.

While the disadvantages of the thematic simulation strategy that some students could lose interest in the theme - less motivation to participate, student missing a day misses a major connection, student takes a lot of class time, and missing out on content outside of the theme (not standard based content but just life experience content).

1. The Students' Vocabulary

    When the writer calculated the scores that there was no perfect in the pre-test while there was perfect in the post-test. It just indicated that in pre-test that 2 students got four score, there were 3 student got three score, there were 4 students got two score, and there were 7 students got one score.

    Before giving the treatment to the students in improving their speaking through thematic simulation strategy, the students' vocabulary was categorized as perfect classification while after the treatment in post-test the students score was categorized as 5 students got five score, there were 8 student got four score, there were 3 students got three score, there was no student got two score, and there was no student got one score.

    After giving a treatment, the writer found the students' speaking skill assessed from vocabulary through thematic simulation strategy was improved, it is proved by their score in post-test and pre-test (66>32). It means the score of pre-test is smaller than post-test.

2. The Students' Pronunciation

    When the writer calculated the scores that there was no perfect in the pre-test while there was perfect in the post-test. It just indicated that in pre-test that 1 student got four score, there were 5 student got three score, there were 5 students got two score, and there were 5 students got one score.

Before giving the treatment to the students in improving their speaking through thematic simulation strategy, the students' pronunciation was categorized as perfect classification while after the treatment in post-test the students score was categorized as 5 students got five score, there were 5 student go four score, there were 6 students got three score, there was no student got two score, and there was no student got one score.

After giving a treatment, the writer believes that the students' speaking skill assessed from pronunciation through thematic simulation strategy was improved, it is proved by their score in post-test and pre-test (63>34). It means the score of pre-test is smaller than post-test.

The writer found several obstacles when conducting the study due to a pandemic situation. It was affected to the total number of the students who were taking into the pre-test, treatment and post-test. Only a half of the total number of the students might be coming to attend the pre-test, treatment and post-test. The students were lack of discipline attitude so that the schedule ran lately and not went on time. Therefore, the writer provided another plan by letting the students understand regarding to the day of conducting pre-test, treatment and post-test as well as coming earlier to kindly maximize the time.

During the post-test, the writer analyzed that the students' speaking skill was improved from the pre-test to the post-test. It could be concluded

that there was improvements of students' speaking skill through thematic

simulation strategy at the eleventh grade of SMAN 18 Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter dealt with the conclusion of findings on the study, and suggestion for English students and teachers of the study as follows:

A. Conclusions

This study was conducted at the eleventh grade of Exact 1 at SMAN 18 Makassar. The writer conducted the study with offline learning. Based on the formulation of the problem, study objectives, hypothesis testing and analysis results, it could be concluded from the data that the writer obtained that the students' scores getting more improved during the post-test than the pre-test.

Based on the percentage of students' post-test, all the students' scores in the post-test were higher than in the pre-test, it was proved by the mean score (41,25) to (80,62). In the statistical section stated in the hypothesis test, the results showed the statistical test 'Asymp.sig (2-tailed) worth 0.000 less than 0.005 analysis of the data obtained in the statistic "H_0 was accepted". There was a significant improvement of the students' speaking skill seen from their pre-test and post-test. It could be concluded that thematic simulation strategy gave a significant improvements to the students' speaking skill of the eleventh grade at SMAN 18 Makassar as follows:

1. The improvement of students' speaking skill assessed from vocabulary at the eleventh grade of SMAN 18 Makassar was improved, it was proved by their score in post test and pre test (66>32). It means there was

significant improvement due to that score of post-test is bigger than pre-test.

2. The improvement of students speaking skill assessed from pronunciation at the eleventh grade of SMAN 18 Makassar was improved, it proved by their score in post-test and pre-test (63>34). It means there was significant improvement due to that score of post-test is bigger than pre-test.

B. Suggestion

Based on the results of the study, the writer proposed to all parties involved in this study about suggestions that are focused on the study findings as follows.

1. Teachers

Before learning, the teachers should be preparing all the materials and the media of learning, keep motivating and supporting the students can increase the students' confidence. In addition, the teachers also need to pay more attention on students' psychological factors that can be affected the both students' speaking performance and students' daily behavior.

2. Students

Students should be encouraged themselves to have high enthusiasm as well as good performance in speaking activities. With high self-confidence, student will be able to work on and complete assignments optimally. In addition, by having a strong sense of self-confidence,

students do not need to worry about mistakes or failures so that they can improve their courage and speaking skills for better.

3. Further researcher

This study can be used as a reference for the further writer. From this study we have found many factors that can be affecting student learning process at the school, such us student independence and the motivation. It is indicated that after this study there are still many of problems often found in schools but are still ignored.

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APPENDICES

Appendix 1. Surat Izin Penelitian

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

1 2 0 2 2 1 9 3 0 0 0 2 7 5

Nomor   : **25267/S.01/PTSP/2022**   **KepadaYth.**

Lampiran : Kepala Dinas Pendidikan Prov. Sulsel Perihal   : **IzinPenelitian**

di-

Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.001/FKIP/UNIBOS/I/2022 tanggal 07 Januari 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a   : **ILHAM KURNIANTO**
Nomor Pokok   : 4517101004
Program Studi   : Pend. Bahasa Inggris
Pekerjaan/Lembaga   : Mahasiswa(S1)
Alamat   : Jl. Urip Sumoharjo Km. 04, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" IMPROVING STUDENTS' SPEAKING SKILL THROUGH THEMATIC SIMULATION STRATEGY AT SMAN 18 MAKASSAR "

Yang akan dilaksanakan dari : Tgl. *10 Januari s/d 10 Februari 2022*

Sehubungan dengan hal tersebut diatas,   pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan

barcode,

Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 10 Januari 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu
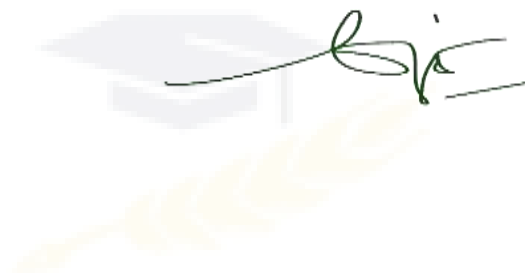
Appendix 2. Instrument of the Study

PRE-TEST AND POST-TEST: SIMULATION

Instruction :

1. Make a seventh group.
2. You have twenty minutes to prepare yourself for simulating.
3. Our theme is "pandemic situation".
4. Please perform your simulation with other students.
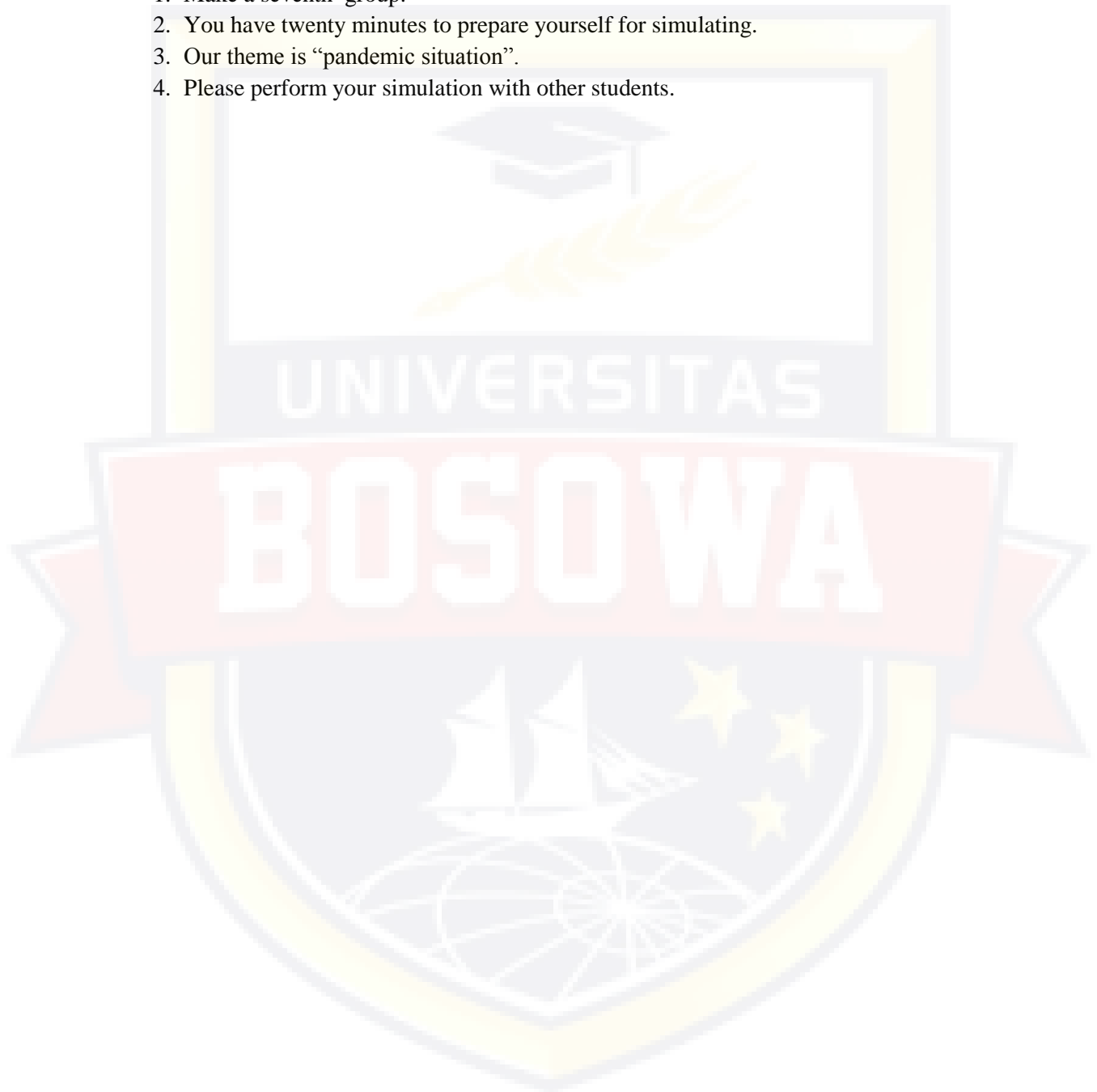
Appendix 3. Pre-test and Post-test score

PRE-TEST

No.	Students Initial	Pronunciation	Vocabulary	Score	Classification
1	LSS	3	3	60	FAIR
2	MT	2	3	50	POOR
3	AA	3	4	70	FAIRLY GOOD
4	FG	4	4	80	GOOD
5	AMF	3	3	60	FAIR
6	FI	3	2	50	POOR
7	DP	2	2	40	POOR
8	DN	1	1	20	VERY POOR
9	ID	3	2	50	POOR
10	MS	2	1	30	VERY POOR
11	AGG	2	1	30	VERY POOR
12	FZ	1	1	20	VERY POOR
13	DO	1	1	20	VERY POOR
14	SL	1	2	30	VERY POOR
15	AP	1	1	20	VERY POOR
16	CT	2	1	30	VERY POOR

Source: Students' Pre-test

POS-TEST

No.	Students Initial	Pronunciation	Vocabulary	Score	Classification
1	LSS	5	5	100	EXCELLENT
2	MT	5	5	100	EXCELLENT
3	AA	4	5	90	VERY GOOD
4	FG	5	5	100	EXCELLENT
5	AMF	5	4	90	VERY GOOD
6	FI	4	5	90	VERY GOOD
7	DP	4	3	70	FAIRLY GOOD
8	DN	5	4	90	VERY GOOD
9	ID	4	3	70	FAIRLY GOOD
10	MS	3	4	70	FAIRLY GOOD
11	AGG	3	4	70	FAIRLY GOOD
12	FZ	3	4	70	FAIRLY GOOD
13	DO	3	4	70	FAIRLY GOOD
14	SL	3	4	70	FAIRLY GOOD
15	AP	3	4	70	FAIRLY GOOD
16	CT	4	3	70	FAIRLY GOOD

Source: Students' Post-test

Appendix 4 : Students' Score and Classification in Pre-test

No.	Students Initial	Pronunciation	Vocabulary	Score	Classification
1	LSS	3	3	60	FAIR
2	MT	2	3	50	POOR
3	AA	3	4	70	FAIRLY GOOD
4	FG	4	4	80	GOOD
5	AMF	3	3	60	FAIR
6	FI	3	2	50	POOR
7	DP	2	2	40	POOR
8	DN	1	1	20	VERY POOR
9	ID	3	2	50	POOR
10	MS	2	1	30	VERY POOR
11	AGG	2	1	30	VERY POOR
12	FZ	1	1	20	VERY POOR
13	DO	1	1	20	VERY POOR
14	SL	1	2	30	VERY POOR
15	AP	1	1	20	VERY POOR
16	CT	2	1	30	VERY POOR

Source: Students' Pre-test

Appendix 5 : Students Score and Classification in post-test

No.	Students Initial	Pronunciation	Vocabulary	Score	Classification
1	LSS	5	5	100	EXCELLENT
2	MT	5	5	100	EXCELLENT
3	AA	4	5	90	VERY GOOD
4	FG	5	5	100	EXCELLENT
5	AMF	5	4	90	VERY GOOD
6	FI	4	5	90	VERY GOOD
7	DP	4	3	70	FAIRLY GOOD
8	DN	5	4	90	VERY GOOD
9	ID	4	3	70	FAIRLY GOOD
10	MS	3	4	70	FAIRLY GOOD
11	AGG	3	4	70	FAIRLY GOOD
12	FZ	3	4	70	FAIRLY GOOD
13	DO	3	4	70	FAIRLY GOOD
14	SL	3	4	70	FAIRLY GOOD
15	AP	3	4	70	FAIRLY GOOD
16	CT	4	3	70	FAIRLY GOOD

Source: Students' Post-test

Appendix 6 : Data Analysis

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre-test	16	20.00	80.00	660.00	41.2500	19.27866
post-test	16	70.00	100.00	1290.00	80.6250	12.89380
Valid N (listwise)	16					

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 pre-test - post-test	-3.93750E1	13.40087	3.35022	-46.51582	-32.23418	-11.753	15	.000

Appendix 7 : Documentation

Picture 1 : The writer was giving the guidance before doing pre-test
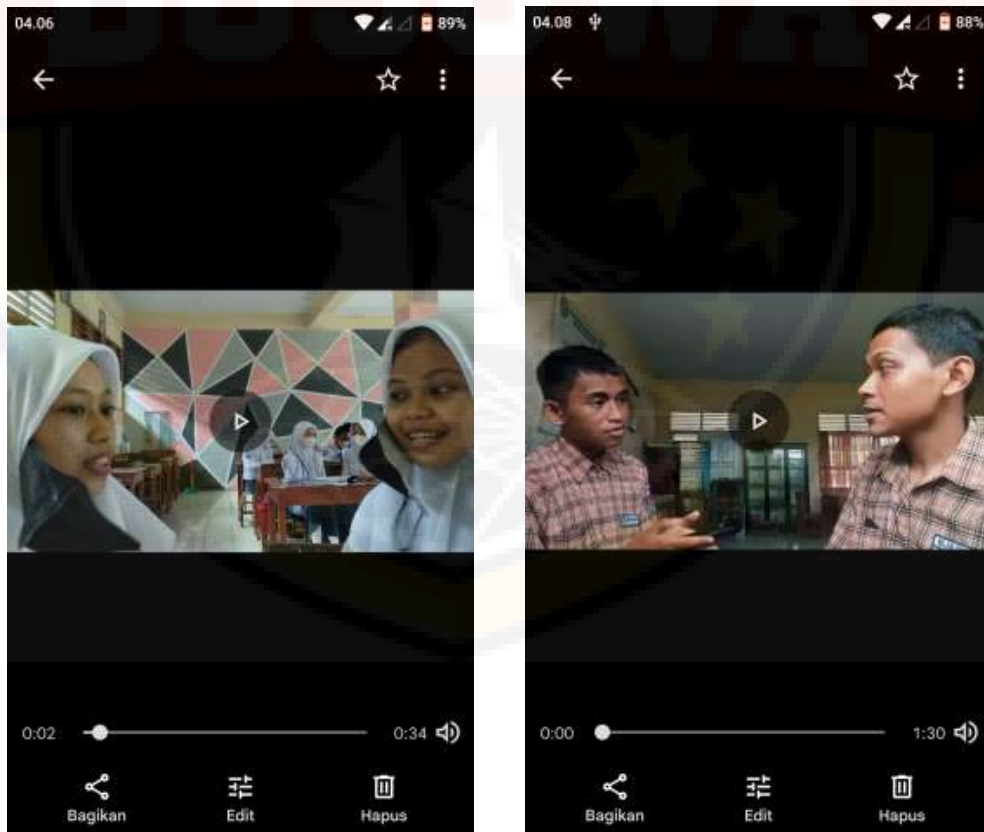
Picture 2 : The students were attending the class while were doing pre-test.

Picture 3 : The writer was providing treatment to the students.

Picture 4 : The writer was giving post- test to the students.

Picture 5 : The students were doing speaking activities with the theme of "Pandemic Situation" in pre-test and post-test.

Appendix 8 : STUDENTS NAME

No.	NAME	Gender
1	A. MUTTOHIR FARID ANWAR	L
2	ANDI NURLIFIANA	P
3	ANGGUN INDAH LESTARI	P
4	APRIYAN ALBERT RANGANAN	L
5	APRIYANTI	P
6	CHYSILYA ODIUS WANIMBO	P
7	DHIOGNESA TANGKESIMAK	L
8	FARHAN GHAZI NAJIB	L
9	FIFI ALYA SA'DLIANI	P
10	GITAYANA SALSABILA ARFA	P
11	HADIVA RADHA	P
12	INDAH PERMATAHATY MUKHTAR	P
13	LINDA SEKAR SARI	P
14	MAGFIRAH TAHRIM	P
15	MIRSA WUKANDARI	P
16	MUH. FAYIZ FATTAH	L

Appendix 9. Link of Video Record

https://drive.google.com/drive/folders/1cpWjaXRTB7qmxXTsiAWtvg38osE2cw
Y?usp=sharing
First QR four Pre-test

https://drive.google.com/drive/folders/13DET3Y1aTZaHlcpsqqiLL2iHfXrAQnfH
?usp=sharing
Second QR four Post-test

BIOGRAPHY

Ilham Kurnianto was born in Sinjai, on February 2nd, 1999, from the marriage of his parents, Saharuddin Husain and Nurbaya Abbas. He has one young brother, named Agung Wijaya Kusuma. He started his education in elementary school in 2005 at SDN 182 Rumpala and graduated in 2011. He continued his study at SMPN 2 Sinjai Barat and graduate in 2014. At the same time, he accepted as the student at SMAN 2 Sinjai Barat and graduated in 2017. After graduating his school, he continued his study in Bosowa University in English Education Study Program, Faculty of Teacher Training and Education. He was an active student in his campus by joining some organizations. In 2017, he was as Chairman of the Committee in FKIP Inauguration. In 2018 he was also active in the English Camp 2018 committee as the Chairman of the Committee. In 2019 he was chosen to be the coordinator of the fields of interest and talent at BEM FKIP UNIBOS. In 2020 he was elected as a general secretary of Students Association of English Education Study Program Bosowa University and finally he graduated in 2022.