

IMPROVING STUDENTS ENGLISH SPEAKING SKILL THROUGH SIMULATION METHOD AT THE SEVENTH GRADE STUDENTS OF SMPN 3 WERU

Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa Melalui Metode Simulasi Pada Siswa Kelas Tujuh SMPN 3 WERU

Nirwana^{1*}, H.Achmad Dahlan², Dewi Sartika³, Dian Riani Said⁴, Naimah Paronda⁵

¹²³⁴Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bone, Jalan. Abu Dg. Pasolong, Bone, 92755, Sulawesi Selatan, Indonesia

⁵Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bone, Jalan. Abu Dg. Pasolong, Bone, 92755, Sulawesi Selatan, Indonesia

Wananirwana991@gmail.com
achmaddahlanabdullah@gmail.com
tahirdewisartika1@gmail.com
dianrianisaid89@gmail.com
naimahparonda70@gmail.com

(*) Corresponding Author
Wananirwana991@gmail.com

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Abstract

One of the main goals of learning English is to improve English speaking skills. However, English speaking skills are still very difficult for students. Most students face several difficulties when they want to speak or communicate using English. The difficulties often faced by students include, they lack vocabulary so that it is difficult for them to make a sentence in English, then fear and lack of confidence when they want to pronounce English vocabulary, then the absence of media and learning methods that are interesting in the eyes of students to involve them in speaking or communicating using English. Therefore, an effective solution is needed to increase student interest in learning English subjects by providing interesting teaching media and effective learning methods. One of the interesting teaching media is a simulation that contains English vocabulary that is arranged as interestingly as possible so that it forms a sentence. The simulation method can improve students' speaking skills, this is proven by the increase from the first cycle to the third cycle, where the first cycle got a score of 38.89%, the second cycle 61%, and in the third cycle got a score of 83.33% .Thus, it can be concluded that learning English speaking skills using methods can be used as an alternative in the teaching and learning process..

INTRODUCTION

English is one of the most important languages to learn because English is a global language where almost everyone uses English when they want to communicate. To support English learning, the government includes English lessons in the school curriculum so that the program can be studied by junior high school to high school students, this is needed to build students' English communication in the world of work. However, English is very difficult for them. In English there are 4 skills that must be mastered, one of which is speaking. There are several reasons why speaking skills are very difficult for them. Researchers found that almost all students have problems with

pronunciation, where the pronunciation is very difficult for the students to pronounce and understand. In addition, motivation within the students must be built so that they are more active in learning English.

Based on the background of the problem and the limitations of the problem, the problem formulation is:

- (1) How to improve students' English speaking skills?
- (2) How effective is the application of simulation methods in improving students' English speaking skills?

From the problems listed above, the author formulated the purpose of writing this article is to hone the ability to speak English and find out how easy it is to speak using English in an effort to improve quality.

The benefits of this article writer are as follows:

- (1) For the author, to increase knowledge and insight into English teaching methods, especially easy ways to teach speaking in English.
- (2) For readers, through this article you can get information about effective methods used to improve English speaking skills.

In accordance with the basic language competency standards, children are able to listen, communicate verbally, have vocabulary and recognize symbols that represent them in preparation for reading and writing. Darnis (2018) stated that language skills are different from speaking skills.

English speaking ability is considered as one of the difficult skills for students. Most students face some difficulties when they want to communicate in English. The difficulties that are often faced by students include students who think they cannot communicate in English, because they do not master English vocabulary so it is difficult to convey ideas when they want to communicate using English. In addition, they are also less confident in their ability to pronounce English vocabulary. Therefore, students need learning that is as interesting as possible to increase interest in learning and speaking using English.

In addition, effective and efficient learning methods can also help students understand the information provided. One of the learning methods that can be applied to motivate students to speak English is to use a simulation method in the form of games. This can help students understand vocabulary and sentences through the learning provided. In other words, teaching media and learning methods are two important things that cannot be separated and support each other as a means for students to understand the information provided (Ratminingsih, 2020). Effective and efficient media and methods can help students get involved in learning English and at the same time be motivated to communicate in English (Sulasih, 2017).

METHOD

This community service uses qualitative descriptive research called classroom action research (CAR) with the object of research being grade 7 students of SMPN 3 Weru. The researcher divided several activities to improve their speaking skills into three cycles. Where each cycle consists of 4 steps, namely planning, activities, observation, and reflection. (Hopkins, 1992; Kemmis, McTaggart & Nixon, 2013; Arikunto, Suhardjono & Supardi, 2015). Qualitative descriptive research namely revealing problems, conditions, or events that actually occur. Revealing events, facts, and conditions that characterize the teaching and learning process in English language learning is the goal of the community service project.

Quantitative research is objective, includes the collection and analysis of quantitative data and uses statistical testing methods.

The activity methods carried out include the following:

1. Preparation before the activity

Before carrying out this activity, several things need to be prepared, including:

- (a) Gather 1-2 students to help with community service activities.
- (b) Visit SMPN 3 Weru school and ask for permission to carry out community service.
- (c) Explain each *jobdesk* for all activities to be held.
- (d) Prepare materials and needs needed during community service activities.

activity was carried out through coordination with the team and discussions for preparation which included:

- (a) Explanation of basic material in speaking English
- (b) Explanation of direct practice in speaking using English.

2. Implementation

The implementation of this activity uses the RPP guide book. The implementation method is to provide the material first, then continue with joint practice and end with a game that aims to increase the enthusiasm of grade 7 students of SMPN 3 Weru.

The population in this study were all 7th grade students of SMPN 3 Weru located in Alasombo Village, Weru District, consisting of 18 male students. The sample collection technique used *probably sampling*, namely taking samples directly.

The instruments used by researchers in conducting this research consist of two, namely observation sheets used to determine students' reading process skills that emerge during learning activities using simulation methods, speaking tests using English, and then, documentation during the research process.

The data collection techniques used by the researcher are qualitative and quantitative descriptive data. Qualitative descriptive data in the form of statistical scores of students' speaking. Qualitative descriptive data were collected using tests, the researcher gave tests to 7th grade students of SMPN 3 Weru. The assessment includes each element of pronunciation, vocabulary and grammar, fluency and comprehension. Qualitative descriptive data will be collected using several techniques such as observation, interviews, and speaking tests.

RESULTS AND DISCUSSION

This community service activity was carried out for 3 meetings, namely on August 16, 23, 30, 2024 in class 7 of SMPN 3 Weru, Alasombo Village, Weru District. The activity was attended by 18 class 7 students and the activity was opened by the vice principal of SMPN 3 Weru. The activities held were filled with speaking English using the simulation method. The training includes basic English speaking material.



Figure 1. Providing basic English material

The first material was delivered by the researcher, namely the provision of material on speaking English. The researcher gave sentences to the students. The students were so enthusiastic and motivated in learning it because they were very enthusiastic in receiving this material even though they were not yet accustomed to the learning methods applied.



Figure 2. Providing simulation to students

Next is the introduction of learning methods with simulation methods carried out by researchers to students according to student involvement and existing facilities and infrastructure, namely English learning books, modules, and other supporting tools. Researchers provide opportunities for students to find sentences in books to improve English speaking skills.



Figure 3. Students come to the front to practice speaking English.

In the final session, by providing direct treatment to students with a simulation method by giving students the opportunity to appear in front of their friends to accelerate students in understanding and improving the quality of student confidence and by providing interesting understanding that has been prepared in advance, at the end of the learning the researcher conducted a reflection in the form of questions about the material that had been taught previously in order to determine the level of success of the material taught, then continued with a game in the form of composing a sentence with words that have been scrambled through the sentence text. Students are given 4 minutes to compose 7 sentences which has been scrambled word by word. It can be seen that the students enjoy the game, as evidenced by their high spirits and enthusiasm to complete the game. There are attractive prizes for students who can complete the game quickly and correctly.

The most tense moment in the game is when the correct answers are checked. Each group hopes to be the champion so they can receive attractive prizes that have been prepared by the service team.

From the results of the study, it is explained in the form of values in each cycle, namely in the first cycle the result was 38.89% this was because they lacked understanding of the learning delivered and lacked in developing ideas, they had deficiencies in mastering grammar, pronunciation and vocabulary. In the second cycle there was an increase with a result of 61%, in this cycle there was quite an increase because students could express their feelings during interactions but there were some sentences that they did not understand. In the last cycle there was an increase in getting a score of 83.33%, in this cycle students' understanding increased due to the hard work they did so

that they got good results. The results can be explained in the diagram. The researcher presented that there was an increase in student scores from the diagram below.

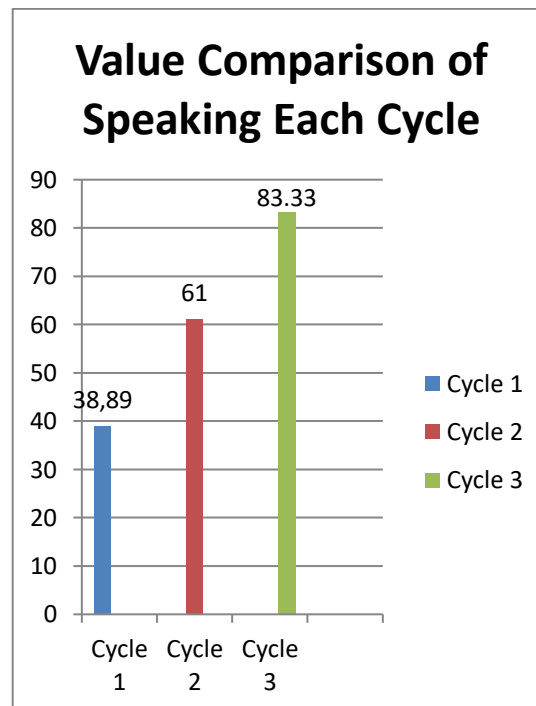


Figure 4. Student Scores from Cycle 1 to Cycle 3

CONCLUSION

This study can be concluded as follows: The simulation method is able to improve speaking skills using English in class 7 of SMPN 3 Weru in the odd semester of the 2024/2025 academic year. In addition, using the simulation method can improve students' understanding of speaking using English, this can be seen from the observations that have been made and the diagrams displayed. The observation sheet includes classroom situations, interactive students, student motivation and student abilities in taking tests. In the first cycle they did not understand the methods taught and they were not yet familiar with the learning methods used. In the second cycle, students began to show improvements in terms of vocabulary and spoken sentences. In the third cycle, students were more confident in showing their skills and were fluent in using the simulation method as a learning method. Based on the results of the interview, almost all students said that they could develop ideas using the simulation method taught. The simulation method is very useful because this process uses the simulation method as preparation to develop their ideas and expressions, this is evidenced by the students being very enthusiastic and enthusiastic when the teaching and learning process takes place and students gain a lot of new knowledge about learning English from the simulation method used. From the results obtained, it is concluded that the simulation method has succeeded in improving students' speaking skills.

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