

I. INTRODUCTION

A. Background of the Problem

English is a foreign language taught in Indonesian schools. It has become a compulsory subject from elementary schools up to university level. There are four skills of English to be mastered, namely, listening, speaking, reading and writing. Speaking is one of the central elements of communication. It is one of the important skills that students have to master. By speaking, we can deliver our ideas, information, and also maintain social relationship by communicating with others. The primary goal of foreign language instruction is to be able to communicate. That is why speaking is put ahead on the other skills. In addition, a large percentage of the world's language learners study English in order to be able to communicate fluently.

Many language learners regard speaking ability as the measure of knowing a language. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishment in spoken communication. For most students, speaking is the most difficult part when they learn a foreign language. Based on researcher's observation in conducting PPL (Program Pengalaman Lapangan)

at SMP Negeri 7 Bandar Lampung, many students could not speak, or expressing their ideas into spoken language. English students tend to have difficulty to speak in English in a simple form of dialogue or even to tell their ideas, utterances in English. It could be seen from their score when the teacher did the speaking test.

This condition may be caused by two reasons. Firstly, it is caused by the minimal participation of students during teaching learning process in the classroom. The classroom activity is teacher centered and directed. Students here tended to be silent unless they are called upon to answer the question. This created discouraging environment for language learners. As a consequence, most students could not participate in speaking English since they did not get enough exposure to the language.

Secondly, the way teacher delivers the materials in the classroom. Teacher depends on the textbook and it became the only source in the classroom. Commonly, oral test was done in written task rather than oral activity. Learning speaking became a matter of book-based activities and emphasized largely on grammar rules instead of giving speaking practice. As a result, speaking target would not be accomplished and the students would not learn to communicate orally because language is solely from a book and written task. To solve this problem we need techniques.

According to Kayi (2006, 6), there are many techniques that can be applied in teaching English speaking skill such as role play, games, problem solving, song, discussion, and simulation. These techniques can be implemented in any grade. Thus, the researcher here implemented a good technique of teaching speaking by using simulation technique. By implementing this technique, the researcher hopes to give new experience in learning English and have a fun situation in the classroom.

In this paper, the research was conducted as a classroom action research. Action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching (Kevorkian, 1998). While according to Arikunto (2006), classroom action research is overview from learning activity that rise consciously in the classroom.

From the researcher's pre observation in the SMA Negeri 2 Metro on January 2011, most of the students were not able to speak, reluctant to speak and have low ability in speaking, because they thought that speaking is difficult. That was why their speaking scores have not been achieved the standard (KKM) in the school yet. This problem made the writer interested in doing the classroom action research to improve the students speaking ability.

Based on the phenomena above, the writer tries to find the solution to improve the speaking ability of the first grade of SMA Negeri 2 Metro by employing simulation as a technique of teaching speaking. According to Harmer (1999:

274), simulation can be students' simulation a real-life situation (such as a business meeting, on aeroplane cabin, or an interview) as if they are doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thought and feeling they do not necessarily share. Simulation encourages the students to be actively participate in teaching learning process because this technique provided a way of creating a rich communicative environment where students actively become a part of some real word system and function according to predetermined role as members of that group. It did not only make the students active but also creative and critical. It stimulated real life situations and realistic environment. In it also, students can bring any item to the class to create a real environment. For example, if a student is a football player, he brings a ball to play it, or bring a weapon toy if he roles as a soldier. Threfore, it was appropriate to use simulation in teaching speaking skill. That is the reason of why this research was focus on the simulation.

B. Research Problems

Based on the background above, the writer formulated the problem as follow:

- How can the implementation of simulation technique increase the students' speaking score achievement?
- How can the implementation of simulation technique increase the students' involvement during teaching learning process?
- How can the implementation of simulation technique improve the teacher's performance in teaching learning process?

C. Objectives of the Research

In relation to the formulation of the problems above, the objectives of this classroom action research is to find out how the implementation of simulation technique can improve the students' speaking achievement and students' participation in teaching learning process.

D. Uses of the Research

The uses of this research are:

1. Theoretically

- a. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.
- b. The result of the research can be useful for English teacher in their teaching learning process, especially in teaching speaking.

2. Practically,

This research can be useful for English teachers to implement simulation to improve their students' speaking achievement.

E. Scope of the Research

This classroom action research was conducted in the first grade of SMA N 2 Metro with one class as subject of the research. The class was X6 chosen by random sampling technique by using lottery. The reason why the researcher used this technique because it is the good way to find representing class. It purposed that we can find the class which represents the population.

The focus of the research was teaching learning process within the implementation of simulation technique. The researcher conducted the research on the “on going” process by analyzing how the teaching learning process occurred in the implementation of Simulation technique in teaching speaking. The research was limited only in particular themes taken from the 2006 English Curriculum of senior high school.

F. Definition of Terms

There are some definition of terms presented in order to avoid misunderstanding, they are:

1. **Speaking** is the process of transferring knowledge of converse and how to express one idea, thought, desires, and willingness into good pattern and ordinary speech use to talk or recognize another.
2. **Simulation** is acting out or mimicking out an actual or probable real life condition.
3. **Simulation technique** is one of the ways for teaching and promotes speaking activity.
4. **Teaching speaking** means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people.
5. **Classroom Action Research** is an activity undertaken by teachers to improve their performance and teaching skills in the classroom