

II. LITERATURE REVIEW

A. Concept of Simulation

The major problem of our students in schools are not able to make connections between what they are learning and how that knowledge to be used. This is because the way they process information and their motivation for learning are touched by the traditional methods or techniques of classroom teaching. Therefore, the English teacher should make an effort on searching and creating a new model in presenting materials in order to reinforce, expand and apply students' academic knowledge and skills in a variety of in-school and out-school settings in order to solve simulated or real-world problems.

According to Kayi (2006) simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they would have a different role and do not have to speak for themselves, which means

they do not have to take the same responsibility. While, according to Lynn (2006) simulation is a structured, preplanned activity designed to stimulate the real world that has rules, scoring, and defined procedures.

Simulation is the imitation of some real thing, state of affairs, or process. The act of simulating something generally entails representing certain key characteristics or behaviors of a selected physical or abstract system (Smith: 1999). Simulation can be used to show the eventual real effects of alternative conditions and courses of action. Simulation is also used when the real system cannot be engaged, because it may not be accessible, or it may be dangerous or unacceptable to engage, or it is being designed but not yet built, or it may simply not exist.

According to the simulation theory by Fraenkel (2007, 451), simulation is a good and valuable method for second language learning. It can encourage the student's thinking and creativity, lets students develop and practice new experience in a relatively no threatening setting, and can create the motivation and involvement which are needed in learning process. In this research, the researcher will describe this technique in detail. There is little consensus on the terms used in the role playing and simulation literature. In role playing students pretend they are in various social contexts and have a variety of social roles. While simulations similar to role playing but what makes different is in simulation students can bring real item to the class. There does not seem to be some agreement, however, that simulation is a broader concept

than role playing. For example, views simulations as complex, lengthy and relatively inflexible, but role playing as quite simple, brief and flexible.

Simulation simulates real life situations, while in role playing the participant is representing and experiencing some character type known in everyday life.

Simulation always includes an element of role play.

While, Jones (1982:113), Simulation clearly promotes effective interpersonal relations and social transactions among participants. In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves. To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills.

Thus, it can be concluded that simulation is one of the activities which can be used to promote speaking activity, since simulation is very similar to role plays. What makes different is in simulation can bring the real items into the situation, so it is entertaining for student. Simulation can also be said the imitation of real thing, state of fair, or process. It has design, rules, scoring, and procedures. Therefore, this technique could increase the students' activity, creativity, and their motivation. In simulation, students have their own duty for the roles in the situation. It gives the students not threatening setting, and can create the motivation and involvement that needed in the teaching learning process.

B. Concept of Speaking

Speaking is an essential tool for communicating, thinking, and learning. Oral language is powerful learning tool. It shapes, modifies, extends, and organizes thought. Oral language is foundation of all language development and, therefore, the foundation of all learning (Hayriye, 2006, 1).

Speaking skills in learning is a priority for many second language or foreign language learners. English learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 1990: 21).

Johnson & Morrow (1981) typifies speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear, and make the contributions at high speed. In other words, each participant must have an intention or set of intentions he wants to achieve in the interaction. Each participant has to be able to interpret what is said to him, and reply with the language he has which reflects his own intention.

Speaking is the instrument of language and primary aim of speaking is for communication (Tarigan, 1987: 5). From this definition, it is clear that the students learn to speak in order to be able to communicate. Language is for

communication, and in communication, a speaker has a choice not only about what to say but also how to say it (Freeman, 1986: 130).

Byrne (1984: 81) says that speaking or oral communication is a two-way process between speaker and listener and involves productive and receptive skills of understanding. It means that we try to communicate with each other and use our language to send our message to others (listeners). Hornby (1995: 826) speaking skill is the ability to perform the linguistic knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally.

Meanwhile, Lado (1961: 240) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. This idea means that, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report, etc with the language he has.

From the definition above, it could be concluded that speaking is two-way process between speaker and listener and it involves both encoding and decoding process. The former leads to the process of giving idea or making the listener understand, while the latter leads to the process of getting the idea of the speaker. Through these processes, people interact with other.

Speaking must fulfill these following aspects, they are:

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974: 81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined to other when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

2. Grammar

Heaton (1978: 5) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Meanwhile, Syakur (1987) defines grammar as a correct arrangement sentence in conversation.

3. Vocabulary

One cannot communicate effectively or express ideas in oral form if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication as what is stated by Syakur (1987).

4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur: 1987). Meanwhile Harris (1974: 81) defines pronunciation as the intonation patterns.

5. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speakers' intention and general meaning (Heaton, 1991: 35). This idea means that if a person can answer or express well and correctly, it shows that he/she comprehends or understands well.

C. Concept of Teaching Speaking

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation (Burnkart. 1998:2).

Moreover, Japerson in Marians (1978) in Viviani (2010: 17) write that the essence of human language is human activity on the part of the individual to make him understand by another and activity on the part of other understands what was on the first. Then, he adds that the languages as an activity that

permits people to communicate with each other. Therefore, it is clear that language is very important. We cannot only teach what will be spoken but also the situation what we deal with. The teacher teaches speaking by carrying out the students in imitating of real situation when the topic is being talked about. The topic must be familiar with the students so what the ideas have an oral command of the language need to describe the topic.

D. Teaching Speaking Through Simulation

Teaching means give the order to a person or give a person knowledge skill, etc. While, speaking means use the words in an ordinary voice. Therefore, teaching speaking is giving instruction to a person in order to communicate.

Speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. The process of speaking skill has happened or proceeded by listening skill. Increasing listening skill is very beneficial for speaking ability. Tarigan (1990: 3-4) stated that, the goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest.

Dougill and Jones (1987) agreed that simulation is “mirror real life” and “reality of function in a simulated and structured environment”, which means that simulation is not real life; it is only a type of simulating real life in a simulated environment.

From the statements above, it could be concluded that teaching speaking through simulation is the way the teacher teaches the students how to communicate by using simulated situation and environment. When teaching the students, the teacher tries to simulate the material in simulated situation combined by role daily life simulation such as a singer, football player, or buyer. Teacher has a role as a director of this simulation and the way of teaching learning process. In teaching learning process hopes that this technique can motivate students to speak more because they can bring real-imitated things such as ball, microphone, or money.

In this research teacher have a few roles according Sam (2006), they are:

1. Controlling the class in order to make the situation run well and not off from the design.
2. Teacher also become a model for the students usually in pre activity, in the while activity students act based on the role and situation from the dialogue given.
3. The teacher and the students can reflect what they have learnt in reflection. This activity usually occurs in post activity.
4. The last the teacher can describe the real competence of students through authentic assessment. Authentic assessment is not only done at the end of period but also integrated together with teaching learning activities.

E. Procedure of Teaching Speaking through Simulation

There are several procedures that should be done to implement simulation technique in teaching speaking. The steps are not really different with other steps in ordinary teaching steps. The difference is simulated situation during the class. Adapted from Sam (2006), the procedures of teaching speaking through simulation are as follows:

Activities:

Pre activities:

- Teacher greets the students
- Teacher checks the students attendant list
- Teacher asks the students some questions about the topic being learnt at that day.

While activity

- Students write down their own information based on the topics learnt today.
- Teacher gives the instruction to make a group consist of two or three students.
- Students read the dialogue that given by the teacher with their friends in group.
- Teacher facilitates the students with the supported thing.
- Students make their own dialogue with their friend in group.
- Students practice the dialogue in group by what the teacher already given the example for them.
- Students perform or simulate their own groups' dialogue in front of the class in turn.
- Students give short comment about their friends' performance.

Post Activity

- Teacher gives feedback to the students of what being learnt.
- Teacher summarizes the materials by explaining what is being learnt today.
- Teacher closes the meeting.

F. Advantages and Disadvantages of Simulation Technique

As stated before, simulation technique helps the teacher to relate the material to the students' imagination or simulated situation. However, it also has some advantages and disadvantages. According to Sam (1990) there are several advantages and disadvantages of simulation. They will be as follows:

1. The Advantages of Simulation technique

The advantages of simulation technique are:

1. Stimulates authentic conversations

Simulation activities stimulate authentic learner-to-learner conversational interaction. The activities also develop conversational competence among second language learners.

2. A fluency activity

It is where opportunities arise, the learner to use language freely and creatively.

3. Suitable for consolidation

Since simulation activities are more practice/revision activities than teaching activities, they are useful and more suitable for consolidating and practicing aspects of conversational proficiency than teaching new forms.

4. Creates sensitivity and sense of awareness

Simulation brings the outside world into the classroom. This could have affective aspects in terms of social interaction and cultural awareness.

5. Increase motivation

A simulation prompts mental and bodily activity. The activities require active participation. Concentration is also often required and it is not easy for students to stay passive for long. Situations are created for the students to use the language meaningfully and this will motivate the students towards participation. The less motivated students will be gradually drawn into the activity when they see the rest of the group having a good time.

6. A break from routine

The use of simulation activities is a break from the usual text book teaching and the 'chalk and talk' method of the teacher. The students have opportunities to mix around and to act out different roles. The atmosphere in the classroom is less formal and this can reduce tension

7. Prepare students for real life and unpredictability

Real life situations and communication are unpredictable. The students may learn all the correct forms of communication but may not know when to use them appropriately. Simulation provides opportunities to react to these situations and to give the students a taste of real life.

2. The Disadvantages of Simulation technique

The disadvantages of simulation technique are:

1. Activity is artificial

The situations sometimes are artificial and not relevant to the needs of the students.

2. Activities are difficult to monitor

With so much activity both physical and verbal going on, it is sometimes difficult for the teacher to monitor a student's performance. There is the fear among teachers that the students are having too much fun and that no learning is taking place.

3. Spontaneity is lost

Very often the students get too much caught up with what to say. They hesitate to choose their words and do not interact spontaneously.

4. Timing lessons is too difficult

The teacher has to spend a lot of time in preparation work especially for simulation. He is not able to predict the amount of class time that will be taken to carry out the activity since the ability of each class is varying.