CHAPTER I
INTRODUCTION

This chapter discusses : (a) background of Study, (b) problem of Study, (c) objectve of Study, (d) variable of study, (e) hypothesis, (f) scope and limitation of Study, (g) definition of key term, (h) frame work of thinking.

A. Background of Study

Speaking is the one of the most demanding skills in daily life. Every person needs to communicate with others through speaking. Speaking plays an important role in making social interaction with an other people in order to gain information. Thus, it is necesary for every people to have a good speaking skill.[1] In indonesia it self people do not only communicate with those who come from the same country, but also with those come from different country. In order to be able to convey meaning and talk to people around the world, they must be able to speak english since it is an international language. Due to its importantce, it is very reasonable why english as foreign language is taught as a compulsory subject from the elementary level to the university level. However, speaking is not an easy learning activity. Many factors can affect student's success in speaking. In general, these factors can be identified such as teacher, student, enviromental conditions and teckhniques to learn the lesson material. Based on the writer's experience, most of students still can not speak fluently and automatically. The writer assumes that they have learnt speaking by focusing on grammar rules and

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[1] Nurmala Yusni Febriyanti, *The Use Of Multimedia Teaching Aids To Improve The Quality Of The Speaking Teaching And Learning Process At The Eighth Grade Class Of Smp N 6 Yogyakarta In The Academic Year of 2011/ 2012*. S1 thesis, universitas negeri yogyakarta was taken from http://eprints.uny.ac.id/9431/ on october 10 2014

textbook. They learn speaking by eyes nor by mouth, meaning that they learn speaking by reading alot not talking alot.so, it makes them difficult in improving their speaking ability. Moreover, the limited lecture's teaching teckhnique and material makes the student bored and less motivated.

In general, the goal of teaching speaking skills is commicative 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 ad cultural rules that apply in each communication situation.[2] Therefore, to achieve these goals, the teacher play an important role in teaching speaking. The teacher should be able to set classroom activity well. Besides, the teacher should regard to all supporting component of successful teaching classroom including class management, tecknique and material. In relation to teaching materilas, there are many sources for teaching speaking such as books and internet sources. Internet has a good impact in developing student's speaking ability. Internet offer the great initiative on study and rich variety of choices. By using internet, students can get and learn material out of class. They can choose the learning materials and arrange study on their own schedule. Moreover, different students has different background knoledge, study ability and cognitive ability on study. As a matter of fact, teacher solely can not cover all those differences and needs, thus, the teaching andlearning process is not effectively reached. The writer assumes that by using internet as a source of learrning may overcome such problem mentioned

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[2] Burkat Grave Stovall, *Teaching Speaking*, was taken from http://www.nelre.org on october 10 2014

above. There are many educational materials from internet that offer the benefits for teacher. One of them is effortlessenglish.com. it is a site focusing on teaching english especially in improving speaking ability. This site is a commercial site which provides many materials that will help students to speak english fluently and automatically. There is popular material of the site is known as "seven rule concepts" seven rule concept are designed to help teachers in learning speaking. After the writer were browsing on the internet found that simulation is an interesting one strategy to apply in speaking class. Indeed the writer appear the tittle "the effectiveness of simulation in speaking ability of 10th graders of man model of palangkaraya in academic year 2014/2015.

B. Problem of Study

Based onthe background of study above, the problem of this research can be formulated as, is there any significant effect of teaching speaking through simulation?

C. Objective of Study

The purpose of the study is: to measure the significant effect of teaching speaking through simulation?

D. Significant of Study

Theoretically, the result of the study is expected to give contribution to support the theory on teaching english as foreign langage, especially for speking techer.

Practically, the result of this study is expected to give contribution to the english teacher, especially in teaching speaking. Simulation is a technique of

teaching strategies that can used by the teacher as an alternative technique to be applied in speaking classes. Moreover, the result of the study is expected to provide empirical data about speaking using simulation in oral test toward student' speaking ability. In addition, the study can also help students to solve their problems in speaking, they can make simulation before they speak.

E. Scope and Limitation

This study will be conducted to measure the effect of simulation on student's score in speking. The speaking score get from student performance. The student will do a simulation performance in group. The first performance before treatment and after. The material is a script forming based on book of sma/ma for tenth grade. In this simmulation will be used to experience student especially in english speaking and this study is held about 2 (two month), at man model pangkaraya.

F. Definition of Key Term

To avoid misunderstanding, it is necessary to give clarifiationo terms used in this study as follow:

1. Effectiveness in this study means how well the work that has been done, the extent to which the final results were as expected. This means that if a job can be done with planning, well in the time, cost and quality, it can be said effective.[3]

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[3] Suryabrata Sumadi, *Metodologi Penelitian*, Jakarta: Rajawalipers, 2010,p.15

2. Simulation in this study means a language learning model which allows students to express themselves to their peers in a group setting, groups comprising usually three or four.[4]

3. Speaking ability in this study is an interactive process of constructing meaning that involves producing and receiving and processing information.[5]

4. Experiment is an experiment is a study in which a treatment, procedure, or program is intentionally introduced and a result or outcome is observed. The American Heritage Dictionary of the English Language defines an experiment as "A test under controlled conditions that is made to demonstrate a known truth, to examine the validity of a hypothesis, or to determine the efficacy of something previously untried.[6]

G. Hypothesis

in this study, there will be two hypothesis:

H_a: The students taught by Mind Mapping technique gain better writing achievement than those taught by non Mind Mapping technique.

H_o: The students taught by Mind Mapping technique do not gain better writing achievement than those taught by non Mind Mapping technique

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[4]Sharrock, W W, & Watson, d r (1985). Reality Construction In L2 Simulations. In crookall, d (ed). Simulation Applications In L2 Education And Research. Oxford: pergamon. P.2

[5] The site was taken from ttp://www.area.dge.mec.ptgramaticawhatspeakingis.htm

[6] Dr. Camille Nebeker, *Experimental Studies* was taken from http://ori.hhs.gov on october 10, 2014

H. Variable of Study

There are two variable of this study:

1. The independent variable

   The independen variable of this study is simulation

2. Dependen variable

   Dependen variable of this study is student's speaking ability

I. Framework of Thinking

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┌─────────────────┐        ┌─────────────────┐
│ Control group/  │        │ Speaking        │
│ non-simuation   │───────▶│ performance     │
└─────────────────┘        └─────────────────┘
         │                          │
         ▼                          ▼
┌─────────────────┐        ┌─────────────┐      ┌─────────────────┐
│ Pre- test       │        │ Post- test  │─────▶│ Experimental    │
│ speaking        │        │             │      │ class           │
└─────────────────┘        └─────────────┘      └─────────────────┘
         │                          ▲                    │
         ▼                          │                    ▼
┌──────────┐   ┌─────────────────┐  │      ┌─────────────────┐
│ speaking │──▶│ Experimental    │──┘      │ Student         │
└──────────┘   │ group           │─────────│ achievement     │
               └─────────────────┘         └─────────────────┘
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