

**THE INFLUENCE OF PROMOTING PRODUCT SIMULATION
TOWARDS STUDENTS' SPEAKING ABILITY AT THE
TENTH GRADE OF SMK MULTAZAM GISTING
IN THE ACADEMIC YEAR OF 2019/2020**



A Thesis

Submitted as Partial Fulfillment of the Requirement for S1-Degree

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ABSTRACT

THE INFLUENCE OF PROMOTING PRODUCT SIMULATION TOWARDS STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE OF SMK MULTAZAM GISTING IN THE ACADEMIC YEAR OF 2019/2020

By
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Speaking is one of language skills that should be mastered by the students. The students' speaking ability of SMK Multazam Gisting is still low. It can be seen from the students' speaking score in preliminary research. There were 58.92 % of the students who got the score under 70 as the criteria of minimum mastery. To solve the problem, the researcher applied promoting product simulation. Promoting product simulation is kind of method for teaching speaking in which the students bring a product as the object then they promoted the product orally in front of the class. The objective of this research is to know whether there is significant influence of using promoting product simulation towards students' speaking ability at the tenth grade of SMK Multazam Gisting in 2019/2020 academic year.

The research methodology was quasi experimental design. In this research, the population was the tenth grade of SMK Multazam Gisting. The sample of this research was two classes consisting of 31 students for experimental class and 25 students for control class. In the experimental class, the researcher used promoting product simulation and in the control class the researcher used discussion method. The treatments were held in 3 meetings in which 2 x 45 minutes for each class. In collecting the data, the researcher used instrument in the form oral test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

After giving the post-test, the researcher analyzed the data by using independent sample t-test. It was found out that result of Sig. (P_{value}) = 0.000 < α = 0.05. It means that H_0 is rejected and H_a is accepted. Therefore, there is a significant influence of using promoting product simulation towards students' speaking ability at the tenth grade of SMK Multazam Gisting in 2019/2020 academic year.

Keywords: promoting product simulation, quasi experimental, speaking ability



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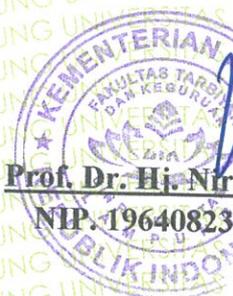
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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

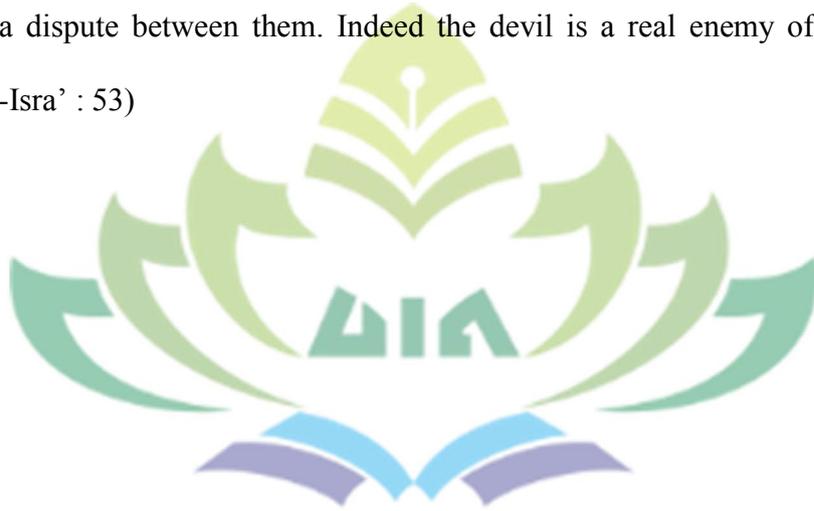
وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ لِلْإِنْسَانِ عَدُوًّا

مُبِينًا ﴿سورة الإسراء : ٥٣﴾

In the name of Allah, most gracious, most merciful

And say to My-servants: “Let them say the better (correct) words. In fact the devil caused a dispute between them. Indeed the devil is a real enemy of humans”.¹

(Q.S Al-Isra' : 53)



¹ Al-Aliyy, *The Meaning of Holy Qur'an* (Bandung: Diponegoro publication, 2005), p. 229.

DECLARATION

Hereby, I state this thesis entitled “The Influence of Promoting Product Simulation towards Students’ Speaking Ability at the Tenth Grade of SMK Multazam Gisting in the Academic Year of 2019/2020” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,
Declared by,

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DEDICATION

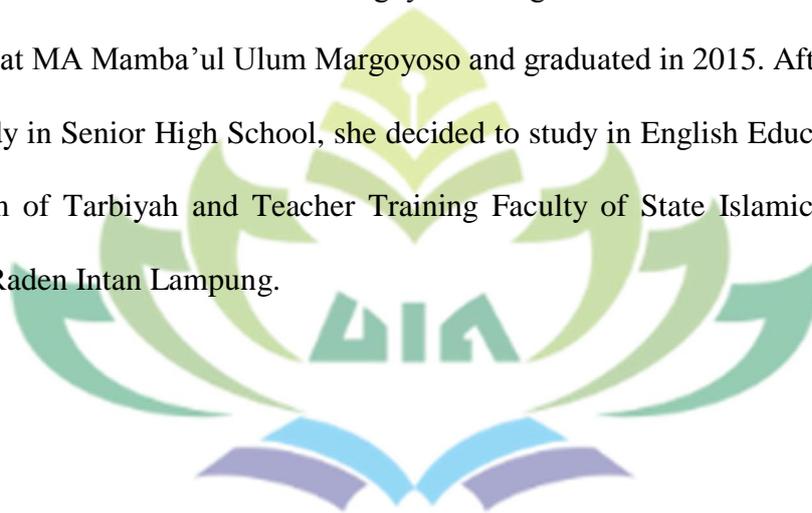
This thesis is dedicated to:

1. My beloved parents, Mr. Muchrodin and Mrs. Sutini, who always prays and supports for my success, and advises me all the time. I love them so much.
2. My beloved brother and sisters, Oki Komariski, S.Kom., Aulia Arifka Putri and Lisa Edia Oktaviana who always motivates and prays for my success.
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4. My beloved roommates, Dita Rahmayani, Isnaini, Mira Novia Lena, Nindy Galuh Setiani, Puji Lestari who always supports and prays for my success.
5. My beloved Almamater UIN Raden Intan Lampung which has contributed a lot for my development.

CURICULUM VITAE

The researchers' name is Mela Fitri Diana. She was born in Talang Beringin on February 1st 1998. She is the third children of Mr. Muchrodin and Mrs. Sutini. She has one brother (Oki Komariski, S. Kom) and two sisters (Lisa Edia Oktaviana and Aulia Arifka Putri). She lives in Pulau Panggung, Tanggamus.

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Praise be to Allah, the Almighty God, the most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our Prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Promoting Product Simulation towards Students’ Speaking Ability at the Tenth Grade of SMK Multazam Gisting in the Academic Year of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2020
The Researcher,



Mela Fitri Diana
NPM. 1511040272

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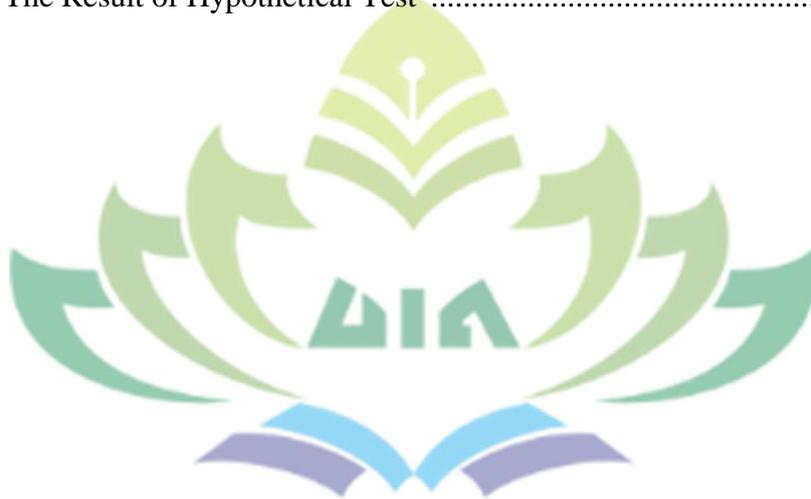
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is an important thing for human life in this world. All human use language to make communication in the daily life so that without language people cannot communicate each other. Mircea stated that language is essentially a means of communication among the members of a society.² In addition, language as an instrument to communicate, language is not only about the voice but also can use the body to express our minds or messages to communicate with other. If someone cannot express his or her mind with the voice, she or he can use their body to express their messages.

Amda said that the face is a book that people can read about the problems of odd things. Someone's facial expression keeps a lot of information. They can be sad, happy, nervous, scared, do not confident and so on seen from the face.³ It means that face can express someone's feeling without speaking to responder but using voice in language to speak and express the mind of human is the most easier to explain something.

² Mircea cel Batran, *The Significance of Language as a Tool of Communication*, (Romania: Naval Academy Press, Journal Vol. XVIII-2015-Issue 2), p. 405.

³ Kaputra Amda, *MEMBACA EKSPRESI WAJAH Mengungkap Kepribadian Seseorang dengan Membaca Wajah*, (Depok: Huta Publisher, 2016), p. 17.

English is an international language used by several countries such as South Africa, Bahama, Botswana, Grenada, India, Jamaica and many other. Some of them use English as the first language, some others use English as the second language and others use it as the foreign language. Setiyadi “the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the United States of America, in which people should learn English in the conditions where the language is used for communication in their daily life”.⁴

Speaking is being capable of speech, expressing or exchanging thoughts through using language. Speaking is the process between speaker and responder and it is a productive skill. When a person speaks, he or she sends information or ideas to another person. Luoma stated that speaking is also the most difficult language skill to assess reliably.⁵ Therefore, speaking is the important skill of English because without speaking, we cannot explain what in our minds.

In teaching speaking, Setiyadi said that the target language is seen as a mental discipline even though it is often claimed that the goal of the language teaching is to be able to read literature in this original form.⁶ It means that, the teacher should be creative and

⁴ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 20.

⁵ Sari Luoma, *assessing speaking* (Cambridge: Cambridge University press, 2004), p. 9

⁶ Ag. Bambang Setiyadi, *Op.cit.*, p. 32.

facilitate the students learning process. The teachers' challenge is to be able to motivate the students to pay attention in the lesson.

This research conducted at SMK Multazam Gisting, it was found that students' speaking ability at the tenth grade of SMK Multazam Gisting was still low. The students have difficulties in speaking. Then, Mr. Zainal Fatoni as the English teacher was interviewed to get the data about the students' speaking ability. He said that the students felt difficult to express their ideas through oral, they are less courage to start talking in English both to teachers and classmates. Then the students were shy to speak with their friends or speak in front of the class, they thought that they would make mistake if they spoke on public. Likewise, they did not believe that they were able to do that, whereas all of them had the ability to speak, they did not have the competences to speak English.⁷ The score of the students' speaking class can be seen in table 1:⁸

Table 1
Students' Speaking Score at the Tenth Grade of SMK Multazam Gisting in 2019/2020 Academic Year

| No. | Students' score | Number of students | Percentage |
|-------|-----------------|--------------------|------------|
| 1 | <70 | 33 | 58.92 % |
| 2 | ≥70 | 23 | 41.08 % |
| Total | | 56 | 100 |

Source: *The score from the English teacher of SMK Multazam Gisting*

⁷ Zainal Fatoni, *The Result of Interview with the English Teacher*, October 7th 2019, Unpublished

⁸ Zainal Fatoni, *The Teacher Documentation*, October 7th 2019, Unpublished

Students' score criteria:

10 – 69 = students do not pass the score
70 - 100 = students pass the score

Based on the table, it is seen that from 56 students of tenth grade of SMK Multazam Gisting there are 23 students who passed the score of speaking class and there are 33 students do not pass. It means that 58.92 % of 100 % students are still difficult in speaking class.

Furthermore, questionnaire was given to students about speaking class. Based on the answers of the questionnaire, they felt difficult in speaking, they did not know to speak English because they were not confidence and they did not have many vocabularies to speak English.⁹ It means that the students' speaking ability was low, it happened because the students rarely interact with friends and teacher, students rarely practice public speaking and unsupported environment.

To solve the problem, this research uses a simulation method to help students in speaking activity. The simulation that appropriate in speaking is promoting product simulation. Promoting product simulation is an activity that has been known by previous students. In the domain / natural promoting product emphasizes more students to use verbal communication. Therefore, activities in promoting products simulation learning English need to be done. In this research see the need to work to improve students' speaking ability by using promoting product simulation.

⁹ The result of Questionnaires from the students of the Tenth Grade of SMK Multazam Gisting, October 7th 2019, Unpublished

According to Ahmadi, simulation means imitation or an act that seems to be resembling the reality.¹⁰ As a method of teaching, simulation can be interpreted as an activity that describes the real condition. The point is that students (guided by teacher) do some roles in artificial simulations to try to be a seller who promote their product in front of the class. Then, in promoting product simulation, the students carry out an artificial environment of seller in fact. It means that promoting product simulation can be used to help the students in speaking where students prepare the product as the object in speaking and they perform in front of the class.

This simulation can motivate students to enjoy speaking learning. There are two previous researches that used simulation method. First, Khanifah Nur Hasanah conducted the research in SMA N 1 Prambanan which entitled “Teaching and Learning Students’ Speaking Skill trough Simulation of SMA N 1 Prambanan” The result of that research shows that using simulation method can be applied in teaching and learning speaking skill.¹¹ The second previous research conducted by Wienny Ardriyati entitled “Motivating Students’ Speaking Skill through Simulation in Business English Classroom”.

¹⁰ Abu Ahmadi, Joko Tri Pasetya, *Strategi Belajar Mengajar*, (Bandung: Pustaka Setia, 2005), p. 83.

¹¹ Khanifah Nur Hasanah, *Teaching and Learning Students’ Speaking Skill trough Simulation of SMA N 1 Prambanan*, (Sleman: State University of Yogyakarta, 2012)

The result of that research shows that simulation method can motivate the students in speaking skill.¹²

The first previous research was used simulation method in teaching, learning speaking skill and second previous research was examined whether the simulation method can motivate the students to improve students' speaking skill. This research has differences from some researches above, in this research examines whether there is a significant influence of promoting product simulation towards students' speaking ability at the tenth grade of senior high school.

Based on the explanation above, this research entitled "The Influence of Promoting Product Simulation towards Students' Speaking Ability at the Tenth Grade of SMK Multazam Gisting in the Academic Year of 2019/2020".

B. Identifications of the problem

Based on the background of problem above, identification of the problems is formulated as follow:

1. The students rarely interact with friends and teacher
2. Students' vocabularies was still low
3. Students feel bored in English class
4. The students rarely practice public speaking

¹² Wienny Ardriyati, *Motivating Students' Speaking Skill through Simulation in Business English Classroom*, (Semarang: Diponegoro University, 2013).

C. Limitation of the Problem

Based on the identification of problem above, this research focuses and limits the research on the usage of promoting product simulation in order to increase students' speaking ability at the tenth grade of SMK Multazam in 2019/2020 academic year. This research used simulation method. Simulation method is one of learning presentation by pretending or imitating as real situation to get understanding of something. In simulation, the students can bring items to the class to create a realistic environment. Using simulation method allows students to be able to face the real things and have the ability to behave and act in accordance with the actual situation.

This research focuses on describing things. Description is a piece of writing or speech that says what substantive/something is like.¹³ It means that the students should explain the product by their own words when they perform in front of the class to promote their product.

D. Formulation of the Problem

Based on the explanation above, this research formulates the problem as follows: "is there any significant influence of using promoting product simulation towards students' speaking ability at the tenth grade of SMK Multazam Gisting in 2019/2020 academic year?"

¹³ *Oxford Advanced Learner's Dictionary*, 8th Edition (New York: Oxford University Press, 2010), p. 395

E. Objective of the Research

The objective of the research is to identify whether there is significant influence of using promoting product simulation towards students' speaking ability at the tenth grade of SMK Multazam Gisting in 2019/2020 academic year.

F. Significance of the Research

The result of this research is expected to give the theoretical and practical contribution.

1. Theoretically:

The result of this research is expected to be useful knowledge for the researcher and teacher to teach speaking in the future.

2. Practically:

- a. For the teacher, it is expected that they can use the result of the research as feedback on teaching language activities or can be option in the classroom.
- b. For the students, it is expected that the students can enjoy in learning process.
- c. For the school, it is expected that this research can give motivation for the school to observe teaching English, especially in teaching speaking.

G. The Scope of the Research

The scope of this research as follows:

1. Subject of the Research

The subject of the research is the students at the tenth grade of SMK Multazam Gisting.

2. Object of the Research

The object of the research the use of promoting product simulation and the students' speaking ability.

3. Place of the Research

The research conducted at SMK Multazam Gisting.

4. Time of the Research

The research conducted in the 2019/2020 academic year.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Speaking

1. Definition of Speaking

Speaking is one of four skills in foreign language besides listening, reading, and writing. Speaking is one aspect of language skills that serves to convey information orally. Speaking is a process of transferring message or information that uses good sentences forms so that the listeners are able to catch what the speaker means. Speaking is actively expressing ideas or verbal messages. According to Brown, “speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information the form of speaking is dependent on the context in which the conversation occurs, including participant themselves and purpose for speaking”.¹⁴

When we want to say something to others, we must speak what in our mind that want to express to others so they can understand what we want to say. We must know the word that appropriate to express our meaning to speak of the conversation. Louma stated that, the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign

¹⁴ H. Douglas Brown, *Teaching by Principles an Interactive Approach to language pedagogy* (Wesley Longman, san Francisco, 2003), p. 267

language.¹⁵ It means that speaking is one of language skills that contains producing, receiving, and processing information orally. Speaking is a means to express our mind to the others in the form of verbal message.

2. Function of Speaking

Function of speaking is to deliver message or ideas from the speaker to responder and speaking is used to show what they mean. According to Brown and Yule's in Richard said that the function of speaking is talking as interaction, transaction and performance.¹⁶

1. Talk is Interaction

This refers to what we normally mean by conversation and describes interaction which serves a primarily social function. When people meet they exchange greeting, engage in small talk and chit chat recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

¹⁵ Sari Luoma, *assessing speaking* (New York: Cambridge University press, 2004), p. 9

¹⁶ Jack C Richard, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), p. 8

2. Talk as transaction

This type of talk refers to situations where the focus is on what said or done. The message is the central focus here and making oneself understood clearly with each other. In transaction, Jones in Richard stated, talk is associated with other activities. For example, students may be engaged in hand on activities. (e.g. in a science lesson) to explore concept associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

3. Talk as a performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This is refers to public talk. That is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. It is recognized by skill, strength or luck. It is an activity engaged in for amusement.¹⁷

Meanwhile, Thornbury stated, speaking is as one of the language skill that have vital function to orally express any message, ideas, opinions and emotions. Furthermore, Thornbury elaborates some functions of speaking as follow:

¹⁷ *Ibid*, p. 24

1. Representative Function

In this functions, speaking has an important role to make statement and for sending information about knowledge.

2. Directive function

In this view, speaking is used to express any suggestion and advices orally.

3. Evaluation function

In this case, speaking is used to know and to evaluate comprehension degrees of speaker and listeners about the substance of speaking.¹⁸

Based on the explanation above it can be concluded that function of speaking is to express any messages, ideas, opinions and emotions orally from the speaker to responder, in that is primary purpose to establish and maintain social relationship.

3. Components of Speaking

Heaton stated that, there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

¹⁸ Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p. 60

1. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. It is line with explanation suggested by Heaton that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also learn the correct way to gain expertise in a language in oral and written form.

3. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

4. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and

patter in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast-speed of speaking and only a small number of pauses and “ums” or “ers”. These sign indicate that the speaker does not have spends a lot of time searching for the language items need to express the massage.¹⁹

Based on the explanation above, it can be concluded that there are five elements in speaking that they comprehend, grammar, vocabulary, pronunciation and Fluency. We need all of

¹⁹ J. B. Heaton, *English Language Test*, (New York: New York Inc, 1990), p. 45

them to produce spoken production well and make good communication for us.

4. The Types of Speaking

Brown and Wickrama in Zaim stated that there are five basic types of speaking skills, namely imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.²⁰

1. Imitative Speaking

Imitative speaking is the ability to pronounce words and sentences with correct speech. Speaking imitative emphasizes the accuracy of the pronunciation of language sounds, words and sentences in the language being studied by students who are different from the first language the students has mastered.

2. Intensive Speaking

Intensive speaking is the ability to produce short English words in the language being studied. The emphasis is on the ability to use intonation, stress, rhythm and juncture appropriately. There are several forms of intensive, including directed response tasks, read aloud tasks and dialogue completion tasks.

²⁰ M. Zaim, *Evaluasi Pembelajaran Bahasa Inggris 1st Edition*, (Jakarta: Kencana, 2016), p. 117

3. Responsive Speaking

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple requests and the like. It helps English language instructors assess students' ability to engage in discussion with one or more interlocutors. More creativities on the students' part is required. Form of responsive speaking are Q&A and giving instructions & directions.

4. Interactive Speaking

Interactive speaking is a speaking skill in the form of dialogue that is more complex than responsive. Included in the interactive form is a form of transactional and interpersonal conversation. Forms of interactive speaking are; interview, role play, discussion, conversation and games.

5. Extensive Speaking

Extensive speaking is a form of monologue speaking such as; speeches, presentations and storytelling. Monologues need an audience or listener to understand the monologue being conveyed. Forms of extensive speaking include oral presentations, retelling a story and telling a picture cued story telling.

a. Oral Presentation

Oral presentation is a form of one-way communication, in which someone deliver messages or presentations and others listen carefully.

b. Retelling Story

Retelling story is a form of speaking skills in which the speaker retells stories that have been read or heard before to a specific audience.

c. Picture Cued Story Telling

Picture cued story telling is the delivery of stories through prepared images.

Based on the theory above, this research uses oral presentation in extensive as a type of speaking use in the classroom. Where, the students as a promoter presented their product in front of the class, then another student listen carefully as the audience or consumer.

This research uses oral descriptive text to show the product in students' presentation activity.

5. Definition of Oral Descriptive Text

Descriptive text is a text which is used to describe something like a particular place, certain person or thing from the physical condition. According to Hartman and Blass in Alawiyah, descriptive text is a text which says what a person, animal or a

thing is like.²¹ Furthermore, according to Brown in Alawiyah, “speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information the form of speaking is dependent on the context in which the conversation occurs, including participant themselves and purpose for speaking”.²²

Based on the theories above, it can be concluded that oral descriptive text is producing, receiving, and processing information to describe or explain something, such as place, people, and animal orally.

This research used oral descriptive text to teach learning in the classroom where, the students describe and promote their product orally in front of the class.

6. Concept of Teaching Speaking

Teaching speaking is one way that can be used in other the learners can understand about the meaning of communication in real situation. Moreover, it needs a lot of practice and guidance to master it. It about using language for transferring ideas, make communication, and express the feeling to other people. Approach to teaching speaking is the rather passive role that the students

²¹ Lutfi Alawiyah, Skripsi: *The use of Repetition Drill to Improve Speaking Skill on Descriptive Text*, (Salatiga: State Insitute for Islamic Studies Salatiga, 2017), p. 32.

²² *Ibid*, p. 21

played in their own learning and speaking development.²³ Setiyadi stated, some ways of teaching foreign languages adapted from the book are not necessarily methods; they may be simply collections of some lessons of teaching experiences.²⁴

It can be concluded that the students can express their own way in speaking development and students should practice their speaking and they are need the interaction with teacher, friend and the environment.

There are three key factors of teaching approach in successful language learning; teacher, material and learners.

1. Teacher

The role of a teacher is to help learners acquire language and skills that they will not be able to achieve on their own. Teacher needs to be aware of their students learning needs and the demands they face when communicating through the spoken language. Teacher can understand more about language learners' cognitive, affective, and social needs from the oretical ideas, as well as personal observation.

The observation can be based on conversation with students, information about their background, and learning goals and

²³ Christine C. M. Goh, Anne Burns, *TEACHING SPEAKING: A Holistic Approach*, (New York: Cambridge University Press, 2012), p. 3

²⁴ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 1

assessment results. Teacher also need to intervene actively in students' learning, so as to provide input, scaffolding (or support), and feedback. Planning activities where students can communicate with their classmates is just part of the learning experience teacher can provide for their students. It is not simple to get students to talk, because they are unlikely to learn new skills and language if there is little linguistic and background knowledge among them on which to draw. The role of the teacher, therefore, is to structure students' learning experiences so as to support their speaking development, in outside the classroom. Teacher can do this by the signing interesting and appropriate materials.

2. Materials

These material fall into three categories:

- a. Those that provide speaking practice.
- b. Those that promote language and skills learning.
- c. Those that facilitate metacognitive development.

Material for speaking practice provide contextualized, varied, and interesting prompts and scenarios for talk to take place.

Material for language and skill learning focus on selected element of the talk, or model spoken takes to increase learners' relevant linguistic knowledge and control of speaking skills.

Metacognitive development material, on the other hand, aim to

raise learners' knowledge and control of learning process, and train them in using communication and discourse strategies.

3. Learners

Successful second language speaking development depends as much on teacher and material, as it does on the learners themselves. They should be encouraged to take responsibility for managing their learning and improving their speaking. They can do this by developing awareness about themselves as second language speakers, by better understanding the nature and demand of speaking, and by critically considering strategies that can be greatly facilitated through working collaboratively with his or her peers.²⁵

Based on the explanation above, it can be concluded that teaching speaking is about how to express the feeling, transferring ideas, using language to make communication to other people. In teaching speaking, teacher should understand the concept and method to teach the students so that students enjoy and understand what teacher explain about. The teacher should use the interesting method to increase students' motivation when the learning English especially in speaking class.

²⁵ *Ibid.*, p. 4-6

7. Concept of Speaking Ability

Speaking ability is an important skill of English Language. It is a part of goal or skill in learning English in the curriculum besides writing, reading and listening. It is supported by Jaulston and Brunder who said that speaking ability is taken to be objectives of language teaching.²⁶ It means that beside listening, writing and reading, the learners should learn speaking skill as one of the goal of English learning.

Speaking ability is not only theory in the class but the students must practice in their daily activities because speaking ability is verbal intelligence. This is support by Broughton, *et.al* who stated that it is important that students should be able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.²⁷ It means that speaking ability is a form of productive skill which the students can practice the speaking English naturally base on the context.

Speaking ability cannot be assessed by time. Luoma “speaking is an important part of the curriculum in language teaching, and this makes them an important object of assessment as

²⁶ Christiana Bratt Jaulston and Mary Newton Brunder, *Teaching English as Second Language: Technique and Procedures*, (Massachussets: Winthrop Publisher Inc, 1976), p. 55

²⁷ Geoffrey Broughton, *et. al.*, *Teaching English as a Foreign Language*, 2nd Edition, (New York: Routledge, 1980), p. 82

well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.”²⁸ It means that speaking ability can be assessed appropriately base on it scale or scoring rubric. This research used the oral English rating sheet that is supported by Harris. The criteria of the rating:

Sheet Score are:

1. Pronunciation
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension²⁹

Based on the explanation above, it can be concluded that speaking ability is verbal intelligent in producing language naturally to achieve the communication which that competence can be measure by five criteria: pronunciation, grammar, vocabulary, fluency and comprehension.

²⁸ Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press), 2004, p. 1

²⁹ David P. Harris, *Testing English as a Second Language*, (New York, MC. Grew Hil, 2004), p. 81

B. Concept of Promoting Product Simulation

1. Definition of Promotion

Promotion is activities or events that are planned to guarantee support or recognition about themselves, product, institution or idea.³⁰ In addition, promotion is the way to get attention for the people to know about their product. Furthermore promotion product need many communication between seller and consumer. The seller should be more active of promoting. The seller should know who will be their target consumers. When they know about their target so they can be appropriate between their products and the consumer. For example, seller want to sell the school books so their target is students because it can be appropriate.

Based on the explanation above it can be concluded that promotion is the activity that has some purposes that draws attention of public to see product, introduce the product in public and make people buy it. In promoting activity, the seller should be more active and respectful to the consumers. This research used promotion according to syllabus where the seller is a student who promotes his product in front of the class and the audiences are the classmate.

³⁰ H. Frazier Moore, *Humas; Membangun Citra dengan Komunikasi*, (Bandung, Remaja Rosdakarya, 2005), p. 5

2. Definition of Simulation

Simulation is an imitation process of something tangible along with the state of affairs. Simulation is a training method that displays something in an artificial form that is similar to the real situation; depicting a system or process with demonstration in the form of a statistical model or characterization.³¹ It means that the simulation is an imitation process. Simulation is not real situation or event, it just displays something in an artificial form that is similar to the real situation.

Anitah in Ikhwan “the simulation method is one of the learning methods that can be used in group learning. Learning process using simulation methods tends to be objects not objects or actual activities, but teaching activities that are of a nature pretend”.³² In addition, Sanjaya said, as a teaching method, simulation can be interpreted as a way of presenting learning experiences by using artificial situations to understand certain concepts, principles, or skills.³³ It means that simulation can be used as a teaching method with assuming not all learning processes can be carry out directly on the actual object. Simulation method is impersonation or imitation of an event as if it were an actual event.

³¹ *Kamus Besar Bahasa Indonesia Online* (accessed on April 1st, 2019)

³² Afiful Ikhwan, *Metode Simulasi Pembelajaran dalam Perspektif Islam*, (Ponorogo: Postgraduate of Muhammadiyah University, Journal Vol.2-2017-Issue 2), p. 8

³³ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* 1st Eddition, (Jakarta: Kencana, 2006), p. 159

As a method of impersonation learning an event, the simulation method has its characteristics reflect this method is different from other methods, including:

1. Widely used in civics, religion education, appreciation education,
2. Coaching the ability to work together, communicate, and interact is part of the skills that will be generated through learning simulation,
3. This method requires more student activity,
4. Can be used in contextual learning,
5. Learning material can be appointed from social living, social values, and social problems.³⁴

Based on the explanation above, it can be concluded that simulation method is the method showing an activity or doing something like a real situation but it is not real. This research used promoting product simulation, the participant is not real seller or promoter and he did not sell his product but he just simulate how to sell or promote the product with simulation activity.

3. Procedures of Promoting Product Teaching Simulation

The procedure of promoting product teaching simulation as follows:

³⁴ Afiful Ikhwan. Loc. cit.

Simulation Preparations:

1. Determines the topic and purposes of the simulation. This will usually be better, if it is formulated together between the teacher and students.
2. The teacher leads / coordinates all student activities about role, room, and about the material to be used.
3. The teacher gives an outline description of the situation that will be simulate.
4. Teacher determines the player who will be involved in the simulation, the roles that must be played by the cast and the time allotted.
5. The teacher gives the opportunity to ask question especially to student who involved in the simulation role.

Simulation Activities:

6. Simulation starts to be play by the student.
7. Another students follow attentively.
8. The teacher guides, supervises, and give suggestion in simulation implementation for smooth simulation.
9. The simulation should be stopped at the peak time. This intended to encourage students to think in solving the problem that is being simulated.

Closing:

10. Conduct discussion both on the running of the simulation and the simulate story material. Teacher must encourage students to provide criticism and responses to the process of implementing the simulation.

11. Formulating conclusion.³⁵

Based on the procedure of promoting product simulation above, this research explains the specific procedure of teaching speaking through simulation method bellow:

1. The teacher determines the topic such as food, school supplies, and cooking equipment to describe and promote orally in the class by the students.
2. Giving the example to students how to promote the product in front of the class.
3. The teacher limits the topic on product such as; food, school supplies, cooking equipment, cosmetics etc.
4. The students choose the product they want to describe and promote in front of the class.
5. The teacher explains to the students that they know what going to happen, procedure, time allocation etc.

³⁵ Wina Sanjaya, Op. Cit., p. 161

6. Give them time to prepare their ideas before the speaking starts.
7. The activity of speaking starts in the speaking activity, the performer and the students as the audience doing question and answer about the product that was promote.
8. Teacher gives the conclusion about teaching descriptive speaking using promoting product simulation.
9. The teacher gives evaluation to the students, contains; criticism, statement and suggestion.

4. The Strengths and Weakness of Promoting Product Simulation

Promoting product simulation had the strengths and weaknesses as follow:

The Strengths of the Promoting Product Simulation:

- a. Simulation can be used as provisions for students to face the real situation later.
- b. Simulation can develop student creatively, because through simulation students are given the opportunity to play a role in accordance with the topic being simulated.
- c. Simulation can foster students' courage and confidence.
- d. Enrich knowledge, attitudes, and skills needed in dealing with various problematic social situations.
- e. Simulation can increase student arousal in the learning process.

The Weakness of the Promoting Product Simulation:

- a. Experience gained through simulation is not always appropriate and in line with reality on the ground.
- b. Poor management of simulation is often used as an entertainment tool, so the learning objectives are ignored.
- c. Psychological factors such as shame and fear often affect students in doing simulations.³⁶

Based on the explanation above, it can be concluded that promoting product simulation has more strength than the weaknesses. The strength of the method can help teacher to teach students better and the weakness of the method can minimized by teacher creativity in teaching.

5. Teaching Speaking through Promoting Product Simulation

Teaching speaking through promoting product simulation can assist our teaching in speaking. The teacher give a different atmosphere and motivate students to express themselves. Promoting product simulation is one classroom activity to support the material, so it can make students enjoy in speaking learning process.

An important function of classroom speaking activity, teaching speaking through promoting product simulation can train

³⁶ *Ibid*, p. 160

the students to express their ability in speaking and also their imagination. The teacher gave different method in English learning. The students perform in front of the class and explain about the product than the performer offer his product to friends. In this activity, students have many chance to talk with their friends orally.

C. Concept of Discussion Method

1. Definition

According to Killen in Sanjaya, discussion method is a learning method that faces students on a problem. The main purpose of this method is to solve the problem, answer question to add and understand student knowledge, and to make decisions.³⁷ It means that discussion need more than two people interacting face to face, with or without assigned leader in such a way that each person influence, and is influenced by another person in the group.

Based on the theories above, it can be concluded that discussion method is the way to achieve the target with the interacting from two or more people that discuss and solving the topic or problem. It means that the method creates to conversation and exchange of ideas in the classroom.

³⁷ *Ibid*, p. 154

2. The Procedures of Discussion Method

The procedures of discussion method as follows:

1. The teacher should prepare the material and gives the purpose of the material.
2. The teacher choose the case that will be discussed from the material.
3. The teacher explain about setting of discussion to the students that they know what going to happen, procedure, time allocation, etc.
4. The teacher asks the students to discuss with their team consist of six students and give the material.
5. After that, one of teams prepare to discuss the result in front of the class through speak up.
6. And another teams make a resume of what another team explains.
7. After all finish, the teacher submits their resume in each team
8. Reviewing the course of the discussion by asking the opinions of all participants as feedback.³⁸

Based on the procedure of the discussion method above, this research explain the specific procedure of food, school supplies and cooking equipment discussion. The procedure of discussion food, school supplies, and cooking equipment, as follows:

³⁸ *Ibid*, p. 158

1. The teacher give the topic about food, school supplies, cooking equipment.
2. The teacher and students choose the case for discuss about the material (food, school supplies, cooking equipment).
3. The teacher set some groups of students in the class.
4. The teacher give several time to students to make and learn the topic to discuss.
5. The teacher explain the competencies to be achieved.
6. The students present the result of discussion with the group in front of the class.
7. After completing the performance, each group gives an assessment to the group who has perform.
8. Each group conveys the conclusion from their discussion.
9. The teacher give general conclusion about the discussion activity.

3. The Strengths and Weakness of Discussion Method

There are several strengths to the discussion method when applied in teaching learning activities. The strength of discussion method:

- a. The discussion method can simulate students to be more creative especially in providing ideas.
- b. Can train to get used to exchange reasoning mind overcome every problem.

- c. Can train students to be able to express opinion verbal ideas. In addition, the discussion can also train students to respect the opinions of others.

Besides some strengths, the discussion has several weaknesses. The weakness of discussion method:

- a. Often the talk in the discussion is dominated by two or three students who have speaking skill.
- b. Sometimes the topic of discussion expands, so much o the conclusion become blurred.
- c. Requires quite a long time, which sometimes not as planned.
- d. In discussion there are often differences of opinion that are of a nature emotionally uncontrolled. As a result, sometimes there is party who feels learning climate.³⁹

Based on the explanation above, it can be concluded that discussion method has three strengths and four weaknesses. It means that this method can be used in general teaching.

4. Teaching Speaking through Discussion Method

Teaching speaking through discussion method is a teaching method that very commonly used by teachers in schools especially for speaking. The teacher teaches speaking with conversation or discussion method starting from junior high school to high school,

³⁹ *Ibid*, p. 156

even in several elementary school, discussion method already used in speaking. This is intended to help students in the process of exercising their abilities and courage to speak in the school environment.

The teacher prepare the topic will be display to students. Then set some group of students in the class. The teacher give several time to students to learn and make the discussion from the topic. The teacher provide an explanation of the competencies will be achieved to students and each students observes the dialogue present. After complete the performance, each group discuss or give an assessment. The students and teacher give conclusion from this activity.

D. Frame Of Thinking

In teaching and learning English, we do not only need the suitable material for the students but the appropriate method in giving material to make the students interest in learning English in the classroom. The main aim of teaching and learning English is to enable the students to use English in real life situation and the real life communication.

Speaking is one of four basic skills in learning foreign language besides listening, reading, and writing. Speaking will be used to communicate with other people. In the daily activities we need the ability to speak well in order to make our partner understand about

what we talking about, what feeling we have so on. Teaching and learning speaking usually uses the monotonous method; it makes students feel bored in learning English, especially speaking need a good method, so that the students would not feel bored and unmotivated. In this research observe the method by using promoting product simulation to increase and give motivation to the students.

By using promoting product simulation can help the teacher and students in teaching and learning process. Promoting product simulation can be used to help the students to speak confidently, where the students bring a product then they explain about their product. In this case, promoting product simulation expected to be arouse the students' increase and motivation to expand their speaking ability.

Based on the explanation above, it assumed that using promoting product simulation in teaching speaking in the classroom will be attractive the students' interest and increase their motivation to express their idea, it make them more actively to speak up in front of their friends.

E. Hypothesis

Based on the frame of thinking above, this research formulates by hypothesis as follows:

Ha : There is significant influence of using promoting product simulation towards students' speaking ability at the tenth grade of SMK Multazam Gisting in the academic year of 2019/2020.

Ho : There is no significant influence of using promoting product simulation towards students' speaking ability at the tenth grade of SMK Multazam Gisting in the academic year of 2019/2020.



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