

# **THE EFFECTIVENESS OF IMAGINATIVE TASK BASED SIMULATION TO IMPROVE THE STUDENTS SPEAKING ABILITY OF SMP NEGERI 13 PAREPARE**

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**Abstract** : This research was based on the students' problem regarding the English teaching, especially the students' speaking ability. It was caused by the teaching method applied in the classroom, where the teacher was more active than the students. Consequently, the students' speaking ability was low. Therefore, the objective of the research was to find out whether or not the use of imaginative task based simulation effective to improve the eleventh grade students' speaking ability at SMP Negeri 13 Parepare. The researcher applied pre-experimental design, with one group pre-test and post-test design. The population of this research was the eight grade students of SMP Negeri 13 Parepare academic year 2016/2017. The sample of the research was taken by using total random sampling which consisted of 15 students from one class taken from the population of the eight grade students of SMP Negeri 13 Parepare. The result of the data analysis showed that the students' speaking ability was improved, it was showed by the mean score of pre-test was 14.4 and the post-test was 33.7. It showed that the speaking ability of the eight grade students of SMP Negeri 13 Parepare improved through imaginative task based simulation method. After analyzing the data by using SPSS version 21.0, the result of probability value in post-test was 0.00 and significance value was 0.05. It means that the probability value (0.00) was lower than significance value (0.05). It indicated that  $H_0$  was rejected and  $H_1$  was accepted. It means that teaching speaking through imaginative task based simulation method was effective to improve the eight grade students' speaking ability at SMP Negeri 13 Parepare of academic year 2016/2017.

**Keywords:** speaking ability, imaginative task based simulation method, teaching speaking

**Ringkasan :** Penelitian ini didasarkan pada masalah siswa mengenai pengajaran bahasa Inggris, terutama kemampuan berbicara siswa. Hal itu disebabkan oleh metode pengajaran yang diterapkan di kelas, di mana guru lebih aktif daripada siswa. Akibatnya, kemampuan berbicara siswa rendah. Oleh karena itu, tujuan penelitian ini adalah untuk mengetahui apakah penggunaan simulasi berbasis tugas imajinatif efektif untuk meningkatkan kemampuan berbicara siswa kelas XI di SMP Negeri 13 Parepare. Peneliti menerapkan desain pra-eksperimen, dengan satu kelompok pre-test dan post-test design. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 13 Parepare tahun akademik 2016/2017. Sampel penelitian diambil dengan menggunakan total random sampling yang terdiri dari 15 siswa dari satu kelas yang diambil dari populasi siswa kelas delapan SMP Negeri 13 Parepare. Hasil analisis data menunjukkan bahwa kemampuan berbicara siswa meningkat, hal ini ditunjukkan oleh nilai rata-rata pre-test adalah 14,4 dan post-test adalah 33,7. Hal ini menunjukkan bahwa kemampuan berbicara siswa kelas VIII SMP Negeri 13 Parepare meningkat melalui metode simulasi berbasis tugas imajinatif. Setelah menganalisa data dengan menggunakan SPSS versi 21.0, hasil dari nilai probabilitas dalam post-test adalah 0,00 dan nilai signifikansi adalah 0,05. Ini berarti bahwa nilai probabilitas (0,00) lebih rendah dari nilai signifikansi (0,05). Ini menunjukkan bahwa  $H_0$  ditolak dan  $H_1$  diterima. Ini berarti bahwa mengajar berbicara melalui metode simulasi berdasarkan tugas imajinatif efektif untuk meningkatkan kemampuan berbicara siswa kelas delapan di SMP Negeri 13 Parepare tahun akademik 2016/2017.

Kata kunci: Kemampuan berbicara, Metode simulasi berbasis tugas imajinatif, Mengajar berbicara

## Introduction

English plays an essential role as the language for (acquiring) science and technology and as the language for international communication. Technology has made it easier for countries all over the world to conduct business with one another through electronic mail, fax, and satellite communication. It is most likely that their language medium will always be English. This fact makes English as the aching need for countries to get advance in most, if not all, field of development student communicative competence which is emphasized the form of language skills covering listening,reading,writing,reading,and speaking in the research,the researcher focus on speakin),(Kaman 2008)

In addition,speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order that they can communicate with others.

Using English for speaking is complicated rather than simple way, because the speakers should master several important elements such as pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, the teacher should be creative in teaching-learning process to creatgood atmosphere, improve the students speaking competence, give attention to the element of speaking and make the English lesson more exciting and fun.

In secondary school, teaching speaking needs appropriate technique in order that the students are active and creative in speaking class relation to teaching english for junior high school, SMP Negeri13Parepare still has problem in English teaching and learning process, especially in speaking skill. The students like to use their native language than English because they are less motivated in speaking. The students are also still confused in giving certain act in English.

As the impact of the lack of learning process focusing on speaking activities, the average of students' speaking skill achievements gained by SMP Negeri 13 Pareparein the last 4 years final examination was very low which were stated much lower than the standar of depdiknas which is the ideal or standar score is 62.

To overcome the problems, teachers have to make the students interested in the lessons. Many methods can be used. One of them is imaginative task based simulation in teaching speaking. Simulation is a method for learning second language or foreign language. It encourages creative thinking, lets students develop and active new language and behavioral skills in a relatively non threatening setting and can create motivation and involvement necessary for

learning. Simulation encourages the students to actively participate in teaching learning process because simulation provides a way of creating a rich communicative environment where students actively become a part of some real world systems and function according to predetermined roles as members of that group.

Imaginative activities work best when they are in integral part of a course. They are not intended to replace skills-getting segments. Rather, there is interplay between two types of learning. They can be employed at all levels. The difficulty of an activity can be adjusted by changing vocabulary or by adding complications (Stephen, 1987).

### **Concept of the research**

Achmad (2008) on his research “Teaching Speaking English to The second year Students of SMA Negeri 4 Parepare by Using Communication Cards” concludes that the use of communication cards is effective in teaching English, especially for speaking skill?

Astar (2009) on his research “Developing Speaking Ability of The First Year Students of SMK Muhammadiyah Parepare through Speaking Interaction” concluded that the use of speaking interaction can develop the students’ speaking ability.

Amoozesh & Gorjian (2015) concluded that using conversational strategies has been suggested as one effective way to overcome problems in maintaining conversations. Learning effective conversation skills ranks as one of the most significant social abilities that students need to accomplish. They also stated that Conversational strategies are also regarded as a sub-division of communication strategies. Sometimes the two terms conversational strategies and communication strategies are believed to be exchangeable. The term conversational strategies indicate those strategies which help speakers to maintain a conversation and to achieve their communicative goal. In short, conversational strategies are worth attention because they can facilitate interaction and fluency. The result of their results also showed that teaching conversational strategies through video clips could generally lead to improve the speaking skill.

Ghaffari & Fatemi (2015) concluded that the findings of his study indicated that the experimental group, which studied and practiced instructional conversations, performed significantly better than the control group in IELTS. The findings of this study illuminate the way for the teachers whose major purpose is to develop students' speaking abilities. Applying instructional conversations in a speaking classroom can enhance their understanding, speaking

abilities and motivate them to participate in conversations with more self-confidence.

Achmad & Yusuf (2014) found out that pair-work is more efficient than group or whole class discussion as every student gets the opportunity to speak, especially for introvert students who are irresolute to talk in front of the whole class or teachers.

From these we conclude that it is necessary to improve the students' speaking skill and one way is expected to be practiced that is imaginative task-based simulation.

## Methodology of the research

The independent variable of this research was the implementation of imaginative task based simulation from in teaching speaking. The dependent variables of this research are the students' speaking skill ability. Imaginative task based simulation is a teaching method which stimulates cognitive development, self regulation, increase in self esteem, and socialization. Speaking ability is one of the skills that involve the students to express ideas orally with accurate information by noticing vocabulary, pronunciation, grammar, and comprehension.

The population of this research was the eighth year students of SMP Negeri 13 Parepare academic year 2017/2018. It consisted of only one class of class VIII. Therefore, the total number of the population in class VIII is 15 students. The sample of this research is class VIII of SMP Negeri 13 Parepare.

## Result

The Frequency and Rate Percentage Score of Pre-test and Post-test in Experimental Class and Control Class.

### a) Pre-test

In obtaining the rate score of students' speaking ability, the researcher gave speaking test for the students before giving them treatment. The rate of frequency and percentage scores in experimental class is as follows:

Table 4.1: The Frequency and Percentage Score of the Pre-test

Predicate of Classification of Pre-test Knowledge and Attitude Skill Competence	Pre-test	
	F	%

94-100	A	Very Good	-	-
86-93	A-		-	-
78-85	B+	Good	-	-
70-77	B		-	-
62-69	B-		-	-
55-61	C+	Fair	-	-
47-54	C		-	-
38-46	C-		-	-
29-37	D+	Poor	-	-
0-28	D		15	100
TOTAL			15	100

Table 4.1 shows that the students' pre-test score in experimental was poor. Based on the table, It could be concluded that the students' speaking ability in experimental was very low.

b) Post-test

In obtaining the rate score of students' speaking ability, the researcher gave speaking test for the students after giving them treatment. The rate of frequency and percentage scores in experimental class is as follows:

Table 4.2: The Frequency and Percentage Score of the Post-test

	Predicate of Knowledge and Skill Competence	Classification of Attitude	Post-test	
			F	%
94-100	A	Very Good	-	-
86-93	A-		-	-
78-85	B+	Good	-	-
70-77	B		-	-
62-69	B-		-	-
55-61	C+	Fair	-	-
47-54	C		1	7
38-46	C-		1	7

29-37	D+	Poor	10	66
0-28	D		3	20
TOTAL			15	100

Table 4.2 shows that the students' post-test score in experimental class was in fair and poor classification. This indicates that after giving treatment, the rate percentage of the students' speaking ability in experimental class had improved.

### 1. The Mean Score and Standard Deviation of Pre-test and Post-test

The result of the students' pre-test and post-test, after calculating the mean score and standard deviation using SPSS version 21 were presented in the table 4.3.

Table 4.3: The mean score and Standard Deviation of the Students in Pre-test and Post-test

Test	N	Mean	Std. Deviation
Pre-test	15	17,4	1,95
Post-test	15	33.7	5,3

Table 4.3 shows that the mean score obtained by the students before giving the treatment in experimental class is lower than their mean score after giving the treatment. It means that the mean score of the pre-test to post-test obtained by the students improved after giving them treatment. Unfortunately, the standard deviation in pre-test is lower than the standard deviation in post-test. It means that students' understanding was very varied after giving them treatment.

Table 4.4: The gain score in pre-test and post-test

Pre-test	Post-test	Gain Score
17,4	33,7	16,3

Table 4.4 shows that the gain score of pre-test to post-test is high. It means that teaching speaking through imaginative task based simulation improved the students speaking ability of SMP Negeri 13 Parepare.

Table 4.5: The t-test result of the students' pre-test in experimental class and control class to improve the students' speaking ability.

Independent Samples Test		
	Levene's Test for	t-test for Equality of Means

		Equality of Variances								
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1.72	.200	-11.09	28	.000	-16.29	1.46	-19.29	-13.28
	Equal variances not assumed			-11.09	17.68	.000	-16.29	1.46	-19.38	-13.20394

Table 4.5 shows that the probability value (0.000) is lower than the significance value ( $\alpha$ )=(0.05). The analysis shows that the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis is accepted. It means that the eight grade students' speaking ability at SMP Negeri 13 Parepare of academic year 2016/2017 after giving treatment is improved. It means that teaching speaking through through imaginative task based simulation is effective to improve the eight grade students' speaking ability at SMP Negeri 13 Parepare of academic year 2016/2017.

## Discussion

This part presents the result of data analysis. Before conducting pre-test and post test, the researcher found some facts when doing observation in SMP Negeri 13 Parepare, the facts explained some reasons why the researcher conducted this research with the aims to improve the students' speaking ability. Firstly, based on the direct interview that researcher conducted during the observation, the researcher found that most of the students got bored on their teaching method because the method used by the teacher was never being varied.

Secondly, the students' speaking ability was still low. It was proven by the speaking test of pre-test where the mean score of the student' speaking ability



was 17,4 and it was categorized as low achievement based on the assessment of *Dirjen Pendidikan Dasar dan Menengah 2014* where the predicate standard of the good score is B- or 62. Consequently, the researcher implement imaginative task based simulation as the method to improve the eight grade students' speaking ability. It could improve the eight grade students' speaking ability because the process was more interesting and involved the students to be actively speaking in the classroom.

Before giving treatment, the researcher conducted pre-test to know the students' prior knowledge in English speaking. It had shown that the students' achievement frequencies and its percentage in the pre-test was still poor and all of them got poor classification score, but after giving the treatment to the students, the percentage score and frequencies of students' achievement in the post test increased because there some students got fair classification, it means that teaching English speaking to the students through imaginative task based simulation better than before giving them treatment.

As the consideration, in the table 4.1 showed the percentage score of pre-test in experimental class. It shown that the students' achievement frequencies and its percentage at the pre-test was still poor and all of them got poor classification score. It proved that before giving the treatment, the students' speaking ability was poor. Table 4.3 discussed the mean score and standard deviation of the students pre-test in experimental class, the table indicated that the mean score of the students pre-test in experimental class was 17,4 and it was lower than the mean score after giving the treatment, in which the students' means score after giving them treatment was 33,7. While the satndard deviation in the pre-test was 0,5 and in post-test was 1,3. It means that the students comprehension after giving treatment was variated.

As the consideration in the table 4.4, the researcher put the result of mean score and standard deviation of the students pre –test and post-test. In the description of the table 4.4, it indicated that the mean score of students' post-test in experimental class was 33.7 and it was better than the mean score of the students' pre-test that was 17.4. The standard deviation in the pre-test was 0,5 and the standard deviation in the post-test was 1,3. It revealed that the mean score and standard deviation of the students' pre-test to post-test were different significantly. It means that teaching speaking through imaginative task based simulation improve the students' speaking ability eventhough their comprehension in receiving the material was very variated.

Table 4.5 shows that the probability value (0.000) is lower than the significance value ( $\alpha$ )=(0.05). The analysis shows that the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis is accepted. It means that the eight grade students' speaking ability at SMP Negeri 13 Parepare of academic year 2016/2017

after giving treatment is improved. It means that teaching speaking through through imaginative task based simulation is effective to improve the eight grade students' speaking ability at SMP Negeri 13 Parepare of academic year 2016/2017.

### **Conclusion and suggestion**

This chapter presents the conclusion and suggestion. The conclusion is portrayed based on the findings and discussion and suggestion is given based on the conclusion. Based on the finding and the discussion presented in the previous chapter, the researcher concluded that "teaching speaking through imaginative task based simulation improved the eight grade students' speaking ability at SMP Negeri 13 Parepare".

After seeing the result from pre-test and post-test found through findings of the research shows that the result of the post-test was higher than the pre-test. Besides, after calculating the t-test score, it shows that there was significant difference before and after giving treatment. It means that teaching speaking through imaginative task based simulation method significantly improved the eight grade students' speaking ability at SMP Negeri 13 Parepare.

Based on the conclusion, the researcher gives some suggestions for some elements related to this research, as follows:

1. For the English teacher
  - a. The teacher is recommended to implement imaginative task based simulation method as the method to improve students' speaking ability.
  - b. The teacher has to be more creative and up to date in information about English materials in teaching and learning process. Besides, the teacher has to vary his/her teaching activity in order the students would not be bored in teaching and learning process.
2. For the students
  - a. The students should spend a lot of time to practice their speaking ability by listening and watching more English video, movies, news, etc and enrich their vocabularies.
  - b. The students should practice their speaking every day in their classroom.
3. For the curriculum designer

The curriculum designer is suggested to integrate imaginative task based simulation method in the national curriculum as the activity to increase the quality of English language teaching especially teaching speaking skill in the future, so that the students will be easily improving their speaking ability.
4. For the next researcher

Imaginative task based simulation method is a method that can be implemented to improve the students' speaking ability. For the next researcher, the result of this researcher can be used as reference to create a better research in the future.

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