AN UNDERGRADUATE THESIS

INCREASING THE STUDENTS SPEAKING PERFORMANCE BY USING SIMULATION TACHNIQUE AT THE EIGHTH GRADE OF SMP N 5 METRO

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INCREASING THE STUDENTS SPEAKING PERFORMANCE BY USING SIMULATION TECHNIQUE AT THE EIGHTH GRADE OF SMP N 5 METRO ACADEMIC YEAR 2016/2017

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ABSTRACT

INCREASING THE STUDENTS SPEAKING PERFORMANCE BY USING SIMULATION TACHNIQUE AT THE EIGHTH GRADE OF SMP N 5 METRO

BY:
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This research is aimed to know whether simulation technique can increase the students' speaking performance or not and to discuss how simulation technique increase the students' speaking performance at the VIII D, SMP N 5 Metro. This research is based on the last observation result that the learning process and students' speaking score have been active through simulation technique.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' problem in speaking. The CAR design used in this research is Kemmis and Mc Taggart's design. It consists of four phases; planning, acting, observing and reflecting. This research is conducted in 2 cycles and every cycle consists of 3 meetings. The subject of this research is the students of VIII D, SMP N 5 Metro. In collecting the data, this research used test, observation and documentation.

Based on the result and the discussion of this research, it can be said that the implementation of simulation technique to increase speaking performance is success because the criteria of success was achieved. The research will be called success if there is 70% or more of the students who passed the standard minimum criteria 70 and there is improvement in learning activity. The result shows that there is Based on the result of students' average score from pre test is 56,85; post test 1 is 64,44; post test 2 is 73,33. It means that there was an increasing on students' score from pre test to cycle I and cycle II. The difference between pre test and post test 1 is 7,59 and the difference between post test 1 and post test 2 is 8,89. Whereas, the difference between pre-test and post test 2 is 16,48. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1. It is clear that simulation technique can increase the students' speaking performance.Based on the result mentioned before, the researcher suggests that the English teacher should implement simulation technique to iincrease the students' speaking performance.

ABSTRAK

PENINGKAT KEMAMPUAN BERBICARA SISWA MELALUI TEKHNIK SIMULASI TERHADAP SISWA KELAS 8 SMP N 5 METRO

OLEH:
FEPIONI

Penelitian ini bertujuan untuk menunjukkan bahwasanya tekhnik simulasi dapat memperbaiki kemampuan berbicara siswa atau tidak dan juga betujuan untuk mendiskusikan bagaimana tekhnik simulasi dalam memperbaiki kemampuan berbicara siswa kelas VIII D SMP N 5 Metro. Penelitian ini berdasarkan pada hasil penelitian terakhir yang menyatakan bahwa proses pembelajaran berjalan aktif dan nilai berbicara siswa dapat diperbaiki melalui tekhnik simulasi.

Penelitian ini masuk dalam kategori Classroom Action Research atau Penelitian Tindakan Kelas. Penelitian ini diadakan untuk memecahkan masalah siswa dalam berbicara. Desain CAR yang digunakan dalam penelitian ini adalah desain oleh Kemmis and Mc Taggart. Desain penelitian ini terdiri dari 4 fase yaitu planning, acting, observing dan reflecting. Penelitian ini dilakukan dalam 2 siklus. 1 siklus terdiri dari 3 pertemuan. Subjek penelitian ini ialah siswa kelas VIII D SMP N 5 Metro Metode yang digunakan dalam mengumpulkan data ialah tes, observasi dan dokumentasi.

Berdasarkan hasil dan pembahasan penelitian ini, menunjukkan bahwa penerapan tekhnik simulasi dapat dikatakan berhasil dalam memperbaiki kemampuan berbicara karena kritera keberhasilan telah diraih. Hal ini dilihat dari hasil yang diperoleh siswa yang dapat melampaui kriteria keberhasilan yang telah ditentukan. Penelitian dapat dikatakan berhasil apabila 70% atau lebih siswa dapat meraih KKM 70 dan siswa mengalami peningkatan dalam aktifitas belajar. Hasil penelitian menunjukkan bahwa terdapat 73% siswa yang melampaui KKM dalam post test 2. Sebelum penelitian dilakukan, hanya ada 20% siswa yang mampu melampaui KKM. Data penelitian menunjukkan bahwa rata-rata siswa pada pre-test adalah 56,85, post test 1 64,44dan post test 2 73,33. Hasil tersebut menunjukkan bahwa terdapat peningkatan antara pre-test, siklus 1 dan siklus 2. Selisih nilai rata-rata antara pre-test adan post test 1 adalah 7,59, dan selisih nilai rata-rata antara post test 1 dan post test 2 adalah 8,89, sedangkan selisih nilai antara pre-test dan post test 2 adalah 16,48. Selain itu, perkembangan yang signifikan dapat dilihat dari respon siswa terhadap penjelasan guru. Mereka terlihat lebih aktif selama proses pembelajaran. Berdasarkan hasil penelitian tersebut, peneliti menyarankan bahwa guru bahasa Inggris seyogyanya dapat menerapkan tekhnik simulasi untuk melatih kemampuan berbicara siswa.

APPROVAL PAGE

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NOTIFICATION LETTER

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To: The Honorable the
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Metro,   Oktober 2017

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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, September 2017

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ORISINILITAS PENELITIAN

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Menyatakan bahwa skripsi ini benar-benar asli dari hasil penelitian sendiri, kecuali bagian-bagian yang dikutip dari daftar pustaka yang dicantumkan

Metro, September   2017

Penulis

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MOTTO

وَيَسِّرْ لِىٓ أَمْرِى (٢٦) وَٱحْلُلْ عُقْدَةً مِّن لِّسَانِى (٢٧) يَفْقَهُوٓا۟ قَوْلِى (٢٨)

"And ease for me my task, And untie the knot from my tongue. That they may understand my speech."

"Dan mudahkanlah bagiku, tugasku, Dan lepaskanlah simpulan dari lidahku Supaya mereka faham perkataanku."

(At-Thaha:26-28)

DEDICATION PAGE

This Piece of work is dedicated to:

My beloved father Mr. Kasno and my beloved mother Mrs. Tuminem

My younger sisters Resti Cahyati, Fizka Alfioni and my brother Rangga P

My beloved lectures of English Education Department IAIN Metro

My lovely friends in IAIN METRO

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The researcher is very grateful for the chances. He has given the researcher blessing and mercies to accomplish this undergraduate thesis entitled "Increasing The Students Speaking Performance By Using Simulation Technique At The Eighth Grade Of SMP N 5 Metro".

First of all, the researcher would like to express her gratitude to Mr. Drs Kuryani Utih,M.Pd as a Sponsor who has contributed his expertise and idea to assist the researcher. The researcher also wishes to express this thanks to Mr. Ahmad Subhan Roza, M.Pd as Co-Sponsor who has constantly given his time and guidance so that the researcher could finish this undergraduated thesis. The researcher also gives her thanks to her beloved family and all her friends who have given support and spirit, so the writer could finish this paper.

Finally, the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

<div align="right">

Metro, September 2017
The researcher,

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INTRODUCTION

A. Background of study

Language is very important in human life. It is use to communicate with each other. Language is the tools or symbol of the communication with the other people. English is an International language; it is use and learned by people in the word. In Indonesia, English is the foreign language. It is mean that English is also very important language that we must to study. The teaching English in secondary school is intend to develop the students' communicative abilities which put the emphasis on the language skill covering listening, speaking, writing, and reading.

Speaking is the most important skill, because it is one 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. Teaching speaking performance is focused on making students active, creative and grow their imagination to speak English. The great part of time in the process of learning speaking is dominated by students.

The use of English for speaking is not simple because the speaker should also master several important elements of English there are pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, teacher is supposed to be creative in developing their teaching learning

process to create good atmosphere in the learning process. Increasing the students' speaking performance, give attention to the elements of speaking and make the English lesson more exciting. There are many ways of teaching English in junior high school. The one of ways is use the easy and creative technique. The teacher must understand that they still love to play, so the teacher should create a situation where the students come to school to study.

Based on the observation of the researcher in SMP N 5 Metro, most of students have low teaching results especially in speaking performance. It means that they are not complete yet in their speaking performance. It is illustrated a table below.

Table.1
Table of Student's Speaking Score At The Eighth Grade of SMP N 5 Metro.

No	Score	Explanation	Frequency	Percentages
1	≥ 70	Complete	4	14.82%
2	< 70	Incomplete	23	85.18%
Total			27	100 %

Source: The Teacher's Graded Book Of English At The First Semester Of The Eighth Graders Of SMP N 5 Metro

From the table above, it can be seen that just 4 students that have clear, and 23 students that have unclear, because they have not reach the minimum score yet.

In this research, the researcher will investigate whether applying simulation technique give the positive effect in increasing the students' speaking performance. The researcher believes that simulation technique is one of the techniques that make the student more active in their speaking

performance and can increase the students speaking performance. Simulation technique is the better technique for the students because this technique can increase student's imagination. Based on the consideration above, the researcher interest to do the research with the title "Increasing Students' Speaking Performance Using Simulation Technique At The Eighth Grade Of SMP N 5 Metro.

B. Problem Identification

Dealing with the background of the study above, the researcher identifies some problems as follow:

1. Students afraid of making mistakes in pronouncing word or sentence in their speaking perfomance.

2. The students lack of vocabulary mastery in speaking performance.

3. The Students feel unconfident and shy in speaking performance.

4. The students have less motivation and interest in following speaking class.

C. Problem Limitation

From the identification above, the researcher focus on The students have less motivation and interest in following speaking class. Therefore, the researcher limits the problem by using the simulation technique to increase students'speaking performance at the eighth grade of SMP N 5 Metro. because the students have low skill in speaking performance, so they still have difficulty to practice in speaking performance.

D. Problem formulation

Based on the background above, the problem that the researcher wants to know is as follow:

1. "Can the used of simulation technique increase the students' speaking performance   at the eighth grade of SMP N 5 Metro?"

2. "Can the used of simulation technique increase the students learning activity?"

E. Objectives and Benefits of the Study

1. Objective of the Study

   The objectives of the study are:

   a. To increase the students speaking performance by using simulation technique.

   b. To increase the students learning activity by using simulation technique.

2. Benefits of the Study

   The benefits of the study are:

   a. For the teacher.

      As the alternative technique for the teacher to teach speaking performance.

   b. For the student.

      As the motivation for the students to increase their speaking performnce.

   c. For the headmaster

As the information to the teachers that they should know the students' problems in order to reach learning process effectively.

CHAPTER II

REVIEW OF THE RELATED THEORY

A. The Concept Of Speaking Performance

1. The Concept Of Speaking

a. Definition Of Speaking

Speaking is producing systematic verbal utterances to convey meaning. Speaking is one of many ways to make easy in the communication with the people. Speaking is so much a part of daily life that we take it fo granted. Speaking convers either a transactional functional function, in that its primary purpose is to convey imformation and facilitatethe exchange of goods or services, or it serves an interpersonal function.[1]

Speaking is perhaps the most demanding skill for the teacher to each other. In their own language children are able to express emotion, communication attentions and reactions, explore the language and make fun of it, so they axpect to be avle to do the same in english.[2] According to Bygate, a further feature of speaking is that the participant need constantly to negotiate meaning, and generally menage the interaction in terms of who is to say what, to whom, when, and about what.[3]

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[1] Scott Thornbury, *How To Teach Speaking*, (Brattleboro:Amy B M. Tsui,1995), p.2-13

[2] Wendy A. Scott and Lisberg H.Ytreberg, *teaching english to children*, (London New York: longman, 1997), P. 33

[3] David Nunan, *Language Teaching Methodology*, (Sydney: Macquaire University1991), P. 83

Mastering of speaking is the single most important aspect of learning a second language, and success is measured in the term of the ablility to carry out the conversation in the language. Brown said,"speaking is an interactive process of constructing meaning which is comprised of producing and receiving information".[4]

the four language skill, speking is viewed to be at the heart of second language learning. Learners need to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another situation. [5]

In speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper.[6]

Based on explanation above, the writer can conclude that speaking is verbal communication that used to convey the information and express the feeling with each other. Speaking is interactive process to give the imformation to the listener. Good communicatin is when the listener can undestand what the speaker say.

b. Style of Speaking

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[4] H. Doughlas Brown, Teaching By Principles: An Interactive Approach To Language Pedagogi, (USA: Pearson Education 2000) P.267

[5] Yetskin Yabanci Dil, *Srategies Based Instruction: A Means Of Improving Adult Learners Speaking Skil*,(Internasional Jurnal Of Language Academy)vol.2/3 autumn 2014 p.13

[6] Jack C Richard *Teaching Listening And Speaking From Theory To Practice*, (New York: Cambridge University Press 2008) P. 20

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations.[7]

Jeremy Harmer suggested on his book, there are some many classroom-speaking activities that are currently in use in communicative class.

1) Acting from a script

In this activity, we can ask our students to act our scenes from plays their coursebooks, sometimes filming the result. The students will often act out dialogues they have

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[7]Ibid. P. 21

written themselves. This frecuently involves them in coming out to the front of the class.

2) Communication Games

Games which are design to provoke communication between students frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

3) Prepared talks

A popular kind of activity is the prepare takl where a student make a presentation on a topic of their own choice. Prepared talks present a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.

4) Discussion

One of the reason that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class. Many students feel extremely exposed in discussion situations.

5) Questionnaires

Questionnaires are useful because, by being pre-planed, they ensure that both questioner and respondent have something to say to each other.

6) Simulation and Role Play

Many students derive great benefit from simulation and role play. Students simulate a real life encounter (such as business meeting, an encounter in an aeroplane cabin, or an interview) as if they doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of character different from themselves or with thoughts and feeling they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency.[8]

c. **The Role Of The Teacher In Speaking Class.**

1) Prompter

Students sometimes get lost, cannot think of what to say next, or in some other ways lost fluently we axpect of them. We may be able to help and the activity to progres by offering discrete suggestion.

2) Participant

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[8] Jeremy Harmer, *The Practice Of English Language Teaching*, (New England: Longman, 2001) p.274

Teacher should be good animator when asking students to product language. Teacher may want to participate in discussion with themselves.

3) Feedback provider

When students have complete an activity it is viral that we allow them to asses what they have done and that we tell them what in our opinion, went well. Teacher will respond to the content of the activity as well as the language used. Feedback for oral fluency work is described in detail. [9]

2. The Concept Of Speaking Performnace

a. Definition Of Speaking Performnace

Performance is what the organization hires one to do, and do well. performance is not defined by the action itself but by judgemental and evaluative processes.[10] Outcome aspects of performance depend also on factors other than the individual's behavior. For example, imagine a teacher who delivers a perfect speaking lesson (behavioral aspect of performance), but one or two of his pupils nevertheless do not improve their speaking skills because of their intellectual deficits (outcome aspect of performance).

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[10] Ibid. P.280

[10] Sabine Sonetag. *Psychological Management Of Individual Performance*, (Germany: Technical University Of Brounschwig, 2002), p. 4

Speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes. Characterize by this function, speaking activities can be grouped into three categories, namely 1) interactive speaking, in which it focuses on primary social functions as meeting people, doing small talk, etc., 2) transactional speaking, in which it focuses on what is said or done such as conversation in a restaurant when someone orders drink or in the ticketing counter when someone books a ticket, and 3) performative speaking, in which it focuses on transmitting information before an audience such as in presentation, speech, etc.. Performative speaking is often called as non-interactive or one-way speaking in which the listener/audienceacts as a passive speaking counterpart.[11]

From the definition above, the writer can conclude that speaking peformance is the style of communication to speak with other people to convey the information with the action from the speaker to the listener.

b. Factors Affecting Speaking Performance

   1) Linguistics factors

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[11] Ibid, p. 10

speaking performance is characterized by not only their knowledge but also their ability to attend to some linguistic elements of the language such as phonology, syntax, vocabulary, and semantics. Each of these aspects will be described as follows. English is not a *phonetic* language, meaning that pronunciation of its words are not the same to its spelling. speakers of English often get confused in pronouncing many English words. Speakers of English commit are those that often change the meaning of sentences they want to express, and thus create a misunderstanding. That's exactly the reason why non-native speakers have to study grammar more than native speakers.

2) Socio-Cultural Factors

The environment and family background plays a vital role in the learning processand specifically on how the learners perform their oral speaking.In most cases, learners who are raised within labor family background tend to show passive speaking performance, not to say lower willingness to communicate in English. Same case happens from those who come from less advantaged economic background. On the contrary, the learners who coincidentally grow up in more educated and well-established economic background tend to be more assertive in their speaking.

3) Motivation

       Motivation is construct of some components; the essential one is attitudes. Motivation can affect and be affected by other essential components of learning as well. Thus Merisuo-Storm finds that an integrative and friendly outlook toward the other group whose language is being learned can differentially sensitize language learners to the audio-lingual features of the language, making them more perceptive to forms of pronunciation and accent than is the case for learners without this open and friendly disposition. If the learners' attitude is highly ethnocentric and hostile, many have seen that no progress to speak of will be made in acquiring any aspects of the language. Such learners not only are perceptually insensitive to the language, but apparently are also unwilling to modify or adjust their own response system to approximate the new pronunciational response required in the other language.

4) Personality

       The fear of speaking in a foreign language may be related to a variety of complex personality constructs such as anxiety, self-esteem, inhibition, risk taking, empathy, and

extroversion. These personality factors are intertwined in which one factor is closely related to the others.[12]

c. The Measurement of Speaking Performance

Speaking performance, or oral production, is a popular research target and has been assessed in many fields.   in many fields. For example, with the advent of task-based learning and teaching, a substantial amount of research has been conducted into task effects on speaking performance in second language acquisition (SLA) field. [13]Speaking performance has been the focus not only in SLA research, but also in language testing and in other research areas dealing with language use. Regardless of the area of study, two methods are often used in assessing speaking performance: the use of rating scales and of speaking performance measures, the latter of which is dealt with in the current study.

A speaking performance measure or a "discourse analytic"measure is defined, adapted from Ellis as a measure derived from quantifying target aspects in utterances and computing values that reflect a certain dimension of language use.[14] The many aspects of speaking performance, fluency, accuracy,

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[12] Jamal Abedi, *Performance Assesement For English Language Learner*, (California :SCOPE, 2010), P. 16

[13] Rie Koizumi, "*speaking performance measures*", (Japan: JABAET), Edition 9/ 2005, P. 2

[14] Noriko Iwashita et.all, "*Assessed Levels of Second Language Speaking Proficiency*" Applied Linguistics, (Abu Dabi: Oxford University Press) 29/1: 2008, p.4

complexity, clarity, and performance skill are targeted in this study because of their recent extensive use and their importance as learning objectives.

Table 2.
The Measurements Of Speaking Performance

No	Aspect	Criteria
1.	Fluency	Fluency is defined as how fast and how much a learner speaks without dysfluency markers (e.g., functionless repetitions, self-corrections, and false starts) in "coping with real time processing".
2.	Accuracy	Accuracy refers to how much a learner speaks without errors in real-time communication and there are two types of associated measure: general measures and specific measures.
3.	Complexity	Complexity is defined as the degree to which a learner uses varied and sophisticated structures and vocabulary in speaking.complexity is divided into syntactic complexity (also called grammatical complexity, syntactic maturity, and linguistic complexity) and lexical complexity (often separated into lexical variation, lexical density,lexical sophistication, lexical richness, and others).
4.	Clarity	In the clarity the speakers speak clearly and distinktly most of the time, no more than one mispronounced word.
5.	Performance skill	Performance skill is how the speakers perform their speaking with clarity, loudly, good facial expression, and communicative.

B. The Concept Of Simulation Technique

1. Definition Of Simulation Technique.

A simulation is defined as an interactive abstraction or simplification of some real life or any attempt to imitate a real or imaginary environment or system. In categorizes "educational" aim of simulation to teach and provide practice, while motivating the learners, and life simulation, which are context simulation including strict rules in real-life contexts, or open-ended life simulation including flexible rules and goals in social science contexts.[15]

According to Chauham, Simulation is a kind of technique that consist of the scenario of role play. A simulation is similar to role play except that in a simulation the participants are free to takr their own decisons and are not directed in any way by constraints laid down on a role play.[16]

Simulation technique is an activity involving interaction beetween groups and individuals based on simulation of real life and experiences. In simulation, students can bring items to the class to create a realistic envirinment.[17] Simulations are very similar to role-plays but what makes simulations different than role-plays is that they are more elaborate. In role-playing, students assume the roles of various characters, such as

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[15] David Gibson, *Games And Simulation Learning: Research And Development Framework*, (USA, Idea Group Inc, 2007) p.6

[16] M. Sarpparaje, *Usage Of Simulations And Language Games*,(India: Mepco Schlenk Enginering College) Number 4/vol.2 2015, P.2

[13] Ibid.

employer, employees, bell boy, mechanic, merchan, etc. The role players may practice particular behaviour or skill while the other students observe and then critique the performance and the outcomes. For example, if a students is acting as mechanic, the students bring a guest's case and so on while others are paying attention to the student and giving some comments.[18]

Based explanation above, the researcher can conclude that Simulation is an activity which involves decision-making, in which the participants may act as themselves or in social roles. It is not performed for the audience, and the participants work together within the constrains of the immagery setting. This performance is not to amuse other, but giving experience for the players.

2. **Characteristic Of Simulation Technique.**

Simulations have some characteristic those are:

a. Reality function. The participants must not think of themselves as what they are now, but as real participants in the situation.

b. A simulated environment. The participants must give a specific situation.

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[14] Ibid. P. 9

c. Structure. The participants must see low the activity is constructed and they must be given the necessary information to carry out the simulation effectively.[19]

Simulation generally devide into three phrases there are:

1) A stage for giving the participants necesarry information.

This stage devide ito two actifiies, information and linguistic input. The earlier activity, the participants would be informed aboutthe language work based on the task, the role description, the backgroun to the task, and technical data. It is the information about who they are, wtah they think and feel. Then, they have clssroom practice of the language of disscusion and essential lexis.

2) The problem solving discussion. They have sub group and whole class disscusion about the task.

3) Folloe up work. It could be futher work arising from the disscusion ar feedback and evaluation session anf immediate remedial work.[20]

The partisipants in the simulation have duties and responsibilities to carry out the function need of them. If they act some certain characteristics, they must think what should they use, do and decide as effective as possible. In order to make it real, that performance must be in the simulated conditionswhich is separated from the world outside that

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[19] Jeremy Harmer, *The Practice Of English*, p.278
[20] Martin Bygate. *Teaching Speaking*. (Oxford: Oxford University Press1987) p.15

given situation. So, the participants may not have contact, interaction or consequences with the world outside the classroom. In addition, the teacher as a controller has duty to provide some esential facts, data, and information around the problems to the participants to make it affective.

3. **Steps For Teaching in Simulation Technique**

   There are several steps for teaching in simulation technique those are:

   a. A diagnostic assessment is useful for determing what students already know about the act in question. It will give much benefit for teacher about students background and their general knowledge about the scenario they would be act.

   b. A model dialogue which is presented aurally or in writing serves as language input, after which the class in encouraged to evaluate the situation so as to understand the factors That effect the linguistics choices made in the dialogue.[21]

   There are some types of simulation that can be applied in teaching apeaking according to Ken Jones as follow:

   1) Cross-cultural simulation.

      In which there are to different cultures. So, two classesttes recording one for alpha culture (warm, friendly) and another for beta culture (foreign speaking, task oriented) are used as media, besides artifact, trading card, and visitor badges.

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[21] Jeremy Harmer, *The Practice Of English*, p. 279-280

The role of the participnts is to solve the problem arising from the cultural differences.

2) Crisis.

This simulation is about international conflict. It is develop in the Unites States by Western Behavioral Siences Institute. The participants make four groups. Representing four countries to lead the bilateral negotiations and world conference. The duty of the participants is to overcome that international conflict in the forum.

3) Five simple bussines games.

This gane consist of five simulation. It ban be used singly or series, however, it is better if they are singly. The participants aredevided into four groups, the first three have roles as companies, and the last one as a country.the first simulation is often used beginner level because it only takes two decisions in each of the five episode. How much to produce and what price should be charged. Ths simulation is related to the teaching of economy.

4) Humanis.

This simulation is a provocative survival-type which relates to ethical and social values. The participants have roles as survivors of a worlds wide catastrophe. This is a portrayal of

how the participants should behave as good critizens helping catastrophe. [22]

d. The Advantages Of Simulation Technique.

Simulation techique have many advantages for the class actifities as follow:

a) This technique is to give motivates to the students. It is such fun condition that motivates students to speak and use their general knowledge in the given situation.

b) Simulation technique insrease the self-confidence of hesistant students. They will have a different ole and do nt have to speak for themselves, which means they do not have to take the same responsibility for what they are saying. They become more forthright in their opinion and behvior then they might be when speaking for themselves. They have large opportunities o speak, act and interact with others.

c) Students and teacher are helped in a variety of ways through simujlated training. It helps in developing self confidence among them.

d) Simulation provides feedback to student teacher to modify their behavior.

e) Students and teacher understand the behavioral problems of the classroom and develop insight to encounter them.

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[18]Ibid .p 281

e. The Disadvantages Of Simulation Technique

a) Simulation is done in artificial situatuon which are un-psychological and impracticable.

b) Simulation is like socio drama or short gaming, which reduces seriousness of learning.

c) It recuires the supervision by training personnel which are generally not available or not devoted to their duties.

d) Simulation attemps to portray the real situation in simple way, which in general are very cpmplex and difficult.[23]

C. Action Hypothesis

Action hypothesis which is submitted in this research is " by using simulation technique in speaking and larning activity be able to increase students speaking performance at eighth grade of SMP N 5 Metro.

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[23] Umar Farooq, *Advantages And Disadvantages Of Simulation Teaching*, http://www.studylecturenotes.com. Download April, 02nd 2017. 9.PM

CHAPTER III

RESEARCH METHODOLOGY

A. The Operational Definitions of Variables

Operational definition of variable is an effort that tells about how to scale a variable. Referring to the statements of the problem in the first chapter of this research, the variables examine are classified into independent and dependent variables.

1. The independent variable

The independent variable in this research is Simulation Technique. this technique can make the students more active in their learning activity. The students must practice their speaking using simulation technique in their learning activity. The measure instrument in this variable use test. The kind of the test is oral test. With oral test, the teacher will know how the students can improve their speaking. The students can complete their score if they get score ≥ 70, with the indicator in simulation tchnique is the students can act the simulation in the class.

2. The dependent Variable

The dependent Variable is students' speaking performance which refers to the level of students' performance in speaking English. The measure instrument in this variable use test. The kind of the test is oral test. With oral test, the teacher will know how the students can improve their speaking. The

students can complete their score if they get score ≥ 70, with the indicator in speaking performance are fluency, acuracy, complexity, performance skill, and clarity

B. Setting of research

In this research, the researcher employed the lasroom action research (CAR) . the researcher encourage the students to participate in the process of learning activities and increase the students' achievement in learning speaking perormance by using simulation technique. Action research is method of professional self-development which involves the systematic collection and analysis of data to practice.

The research was conducted at SMP N 5 Rejomulyo South Metro. The researcher choose that school because this school is appropriate become the setting of research. This research was take place for second semester from October 2016. The researcher choose the eighth grade of SMP N 5 Metro. The class under study is class VIII D, this class consist of 27 students. In eighth grade of this school have 7 class.

C. The Subject Of Research

The subject of this research is eighth grade students of SMP N 5 Metro. Actually in the eighth graders of SMP N 5 Metro there are seven classes but, the researcher choose VIII D class, because their speaking performance lower than

other class. That is based on pre survey and interview with the real teacher of eight graders.

D. Steps in Classroom Action Research

1. Classroom Action Research

   The researcher used the classroom action research because the researcher is the teacher in this class. Therefore, the action research can be done exactly.

   According to Donald Ary, A process to improve education by incorporating change and involves educators working together to improve their own practice. Good teachers have always engaged in a form of action research, although they may not have called it that. Good teachers engage in *refl ection*, a key component of action research. But action research is more than refl ection. It emphasizes a systematic research approach that is cyclical in nature, alternating between action and refl ection, continuously refi ning methods and interpretations based on understandings developed in earlier cycles.[24]
   According to Jean Mcniff classroom action research a name given to a particular way of researching, our own learning. Jean Mcniff et.al, explained that "this cycle would the go on to the next cycle of preplanning, acting, observing, and perhaps produce a new cycle."[25] In the classroom action research, the researcher would like to hold the research in two cycles. Between one cycle with the other has relationships.

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[24] Donald Ary, *introdution to research in education*,(USA: Wadsworth 2006)p. 513
[25] Jean Mcniff et.al, *Action Research : Principle and Practice, Second Edition* (London, 2002), p.15

Figure 1: Sequences of Action-Reflection Cycles

| Reflect | Plant | Reflect | Plant |

Cycle I   Cycle II

| Observe | Act | Observe | Act |
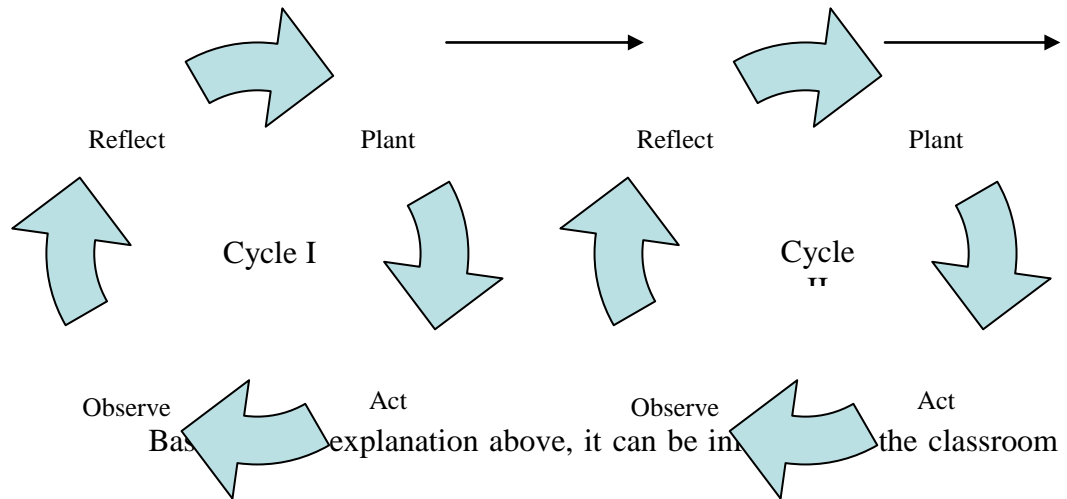
Based explanation above, it can be in the classroom action research is a dynamic process that has four aspects (planning, action, observing and reflecting) in every cycles, it is done the class to increase the quality of learning process.

2. Research Procedures

The research conducted based on the pretest and posttest design. The teacher toke one class on the sixth class where the students were given the pretest before they ware gave the material without visual aid, furthermore, they ware also given posttest after they ware gave the treatment.

In this classroom action research, the researcher hold the research in two cycles, there is a relationship between one to the other, that follows:

a. Planning

b. Action

c. Observing

d. Reflecting

If the first cycle has failed, and the cycle reviewed again in the second cycle and so on, that can be illustrated by like these procedure as follows:

a. Cycle I

1) Planning

Planning is the first step of this teaching context and it was prepared the researcher did the action. Planning that was concluded by the researcher were:

a) In this step the researcher prepared the lesson plan, test, observation sheet, simulation technique.

b) Simulation technique applied by researcher

2) The Implementation of Action

The researcher gave pretest to students. It is done for one meeting. In the implementation of action, the teaching learning process was done in the eighth graders of SMP N 5 Metro that relates to the schedule of English subject in this grader. Every performance is 2 x 35 minutes. The researcher was done the implementation in 3 activities, they are:

1. Pre Teaching Activities

a) Greeting, praying and checking attendance list

b) Asking the students some question related the topic.

c) The researcher explained how to make sentences in English based on the simulation technique

2. While Teaching Process

a) The researcher divided the students into 9 group

b) The researcher divided some cards consist of the theme of simulation which word inside to each groups

c) The students practiced in front of the class

d) The researcher Watched and valuated the students performance

3. Post Teaching Activates

a) The researcher asked the students about the difficulties of the lesson

b) Making conclusion together

c) The researcher gave homework

After the students gave treatment in cycle 1. The researcher gave the posttest. The instrument was different mode with the instrument that has given in the pretest.

3) Observing

Observing was to observed the effect of the action in it is context. The observation was done in teaching learning process. The important things in teaching learning process were observed by collaborator by

using observation sheet. And the outline of observation is students'
participant in teaching learning process.

4) Reflecting

Reflecting is the last step in this process. The researchers analyzed
and observation and test result during teaching learning process. In this
step the researchers used the data for evaluation to make improvement for
the second cycle. And in cycle 2, is conducted mark up from cycle 1, it
mean if from cycle 1 has failed in cycle 2 must reviewed, and if from
cycle 1 successful in cycle 2 as continuation from cycle 1.

b. Cycle 2

1) Planning

a. Studying of the reflection result in the action

b. Arranging the detail plan about the action on cycle 2

c. Collecting the subject material and the learning media

d. Preparing the subject material

2) The implementation of cycle 2

a. The researcher gave motivation the students

b. The researcher made the treatment

c. The researcher Gave the posttest for 2 meeting

3) Observing

The collaborator is observed and collected the data when the learning
process was being done.

4) Reflecting

The researcher analyzed the result of the action. By reflecting, the researcher known the strength and weakness of the action. In the step the writer compare the score distribution of pretest and posttest, the researcher review and reflect on the student's attitude whether it is positive or negative, enough in second cycle or need for next cycle. [26]

E. Data Collection Methode

The important part of research planning is to formulate the instrument of collecting the data based on the problem which is research.. In collecting the data, the researcher used the techniques as follow:

1. Test

Test is amount of questions or statements that are used to measure the skill, knowledge, intelligence or talent which is process by individual or group.

a) Pretest

The researcher gave to students at the first meeting. The first is oral test. the time to do the pretest is one meeting (2 x 35 minutes). It was done before applying the treatment.

b) Posttest

The posttest was done after the treatments. The posttest was held in order to know the student's speaking performance by using simulation technique,

2. Observation

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[26] Donld ary, *introduction to research*.P.518

Observation measured of the data immediately to the object of the research. In this research used observation sheet. Observation sheet observed the students activates.

3. Documentation

Documentation as the method which is used to get information from the written source or document (for example: books, magazines, notes, and other). Source of information and informal document. In this research the researcher took the data from the school such as the total of the students, teachers and the condition of the school. [27]

F. Data Analysis Technique

Data analysis was conducted by step by toke the average score of the pre-test and posttest. Furthermore to know the gain, the researcher have compare between pre and post. If 70 % of the students got score at least "70" in the post test it mean that simulation technique increased the student's speaking performance

Then the result is matched by the minimum standard in this school at least 70. If from cycle 1, the some students not successful, the researcher must conduct cycle 2. The minimum cycle in classroom action research (CAR) is two cycles, if from cycle 2 all of the students were successful; the cycle able to stop until cycle 2 only.

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[27] Donald ary,p 513

To analyzed the result of study, the researcher uses the formula below:

$$X = \frac{\sum E}{N} x100\%$$

X = Average score

ΣX = Total of the score every cycles

N = Total of the students that follow the test

G. The Indicator of Success

The indicator of successs takes from the process and the result of the action research. The students are called success if 70% students get 70 and 70% active In learning process.

CHAPTER IV
RESULT OF THE RESEARCH AND DISCUSSION

A. **Description of the Research Location**

1. **Research Setting**

   a. **Brief History of the School**

      Junior High School 5 Metro was established on june 7, 1986. Since 1986 this school undergone school headmaster change. The condition of leadership since its establishement in 1986, Junior High School 5 Metro had several headmaster as follows: Mr. Samsimar from 1986-1999 as the first principal, the next year 1999-2000 was led by Mr. Hermansyah as second principal, the next year 2000-2004 was led by Mrs. Sri Rahayu, S.Pd as the third principal, the next year 2004-2006 was led by Drs. Suwilan as the fourth principal, after that in 2006-2009 was led by Mr. Suwarno as the fifth principal, the next year 2009-2012 lead by Mr. Poniman, S.Pd as sixth principal and the last was led by Suyono, S.Pd as the seventh principal until now.

   b. **The Teacher And Staff Of SMP N 5 Metro**

Table 3
The List Of The Teacher And Staff

NO	NAME	POSITION	SUBJECT
1	Suyono, S.Pd	Head Master	PNS
2	Agus Suyonto, S.Pd	Vice Principal	PNS
3	Murjio, S.Pd	Waka Kesiswaan	PNS

4	Dra. Siti Ngaisah	Waka Sarana Prasarana	PNS
5	Jumat, S.Pd	Waka Humas	PNS
6	Dra. Siti Rahmawati	BK	PNS
7	Dra. Tri Heni W	BK	PNS
8	Tugino, S.Pd	Matematika	PNS
9	Dra. Siti Maisyaroh	PAI	PNS
10	Drs. Pardi	IPA Terpadu	PNS
11	Suripto, S.Pd	Penjaskes	PNS
12	Drs. H.Prayitna P.	PAI	PNS
13	Sutinem	Ketrampilan	PNS
14	Sri Herlina HS, S.Pd	Bhs. Lampung	PNS
15	Imas Sabnah, S.Pd	Bhs Inggris	PNS
16	Suparmi, S.Pd	PPKn	PNS
17	L. Supartini, S.Pd	Seni Musik	PNS
18	Sugiarti, S.Pd	Matematika	PNS
19	Dra. Tri Maretyawati	Sejarah	PNS
20	Sarinah, S.Pd	Bhs Indonesia	PNS
21	Daryatun, S.Pd	Bhs Indonesia	PNS
22	Muryati, S.Pd	Matematika	PNS
23	Ari Estiarsih, S.Pd	IPA Fisika	PNS
24	Asih Kusminah, S.Pd	Bhs. Inggris	PNS
25	Yulida Sari	Bhs Daerah	PNS

26	Wasti, S.Pd	IPS Sejarah	PNS
27	Dra. Tri Wihar Susilowati	Bhs. Inggris	PNS
28	Sri Supadmi, S.Pd	Bhs Indonesia	PNS
29	Sri Hawati, S.Pd	Pend Jasmani	PNS
30	Nanang Priyatna	Seni Lukis	PNS
31	Syahril	IPA Biologi	PNS
32	Margini	Perpustakaan	PNS
33	Dra. Suratmi	Bhs Indonesia	PNS
34	Eni Retno S, ST	Fisika	PNS
35	Untung Basuki, S.Pd	IPS Ekonomi	PNS
36	Susanti, S.Pd	IPS Ekonomi	PNS
37	Ridwan Yusuf, ST	TIK	PNS
38	Cindya Vitarani, S.Pd	BK	PNS
39	Amalia Sari, S.Pd	IPS Geografi	PNS
40	Robertus Viky D, S.Kom	TIK	PNS
41	Budi Raharjo, S.Pd	Kesenian	PNS
42	Hj. Asmonah	Matematika	PNS
43	Endang Listtiowati, S.Pd	B.Indonesia	-
44	Budiarti, S.Pd	IPA Terpadu	Honorer
45	Suyatti, S.Pd	B.Indonesia	-
46	Hana D. Alfathat, S.Pd	Seni Budaya	-
47	Reni Tristiawati, S.Pd	PKN	-

48	H. Samsuri, S.Pd	PKN	-
49	Zaenal Arodin	LH	Honorer
50	Neli Suryani, S.Pd	IPA	-
51	Rossy Mavita S, S.Pd	Matematika	-
52	Neni Maya Sari, S.Pd	LH	Honorer
53	Eliyanti, S.Pd	PKN	-
54	Inka Rikiana, S.Pd	LH	Honorer
55	Mayang puspa sari S.SI	Pranata Lab IPA	PNS
56	Eka Ariadi, S.Pd	B.Indonesia	-
57	Dra.Yuyun Indrawati	PKN	-
58	Rosidin, S.Ag	PAI	Honorer
59	Siti Solikah, S.Ag	PAI	-
60	Ari Litawati, S.Pd	B.Indonesia	-
61	Sri mundarini S.E	Kepala TU	PNS
62	Sukadji	Pelaksana TU	PNS
63	Andarno Tamtomo	Pelaksana TU	PNS
64	Pardi	Pelaksana TU	PNS
65	Sugiyono	Pelaksana TU	PNS
66	Purwanti	Administrasi	Honorer
67	Safrudin	Administrasi	Honorer
68	Lely Ermayanti	Administrasi	Honorer
69	Taslim	Penjaga	Honorer

70	Burham	Kebersihan	Honorer

c. The Number Of Students Of SMP N 5 Metro

There are 416 students of SMP N 5 Metro. Each grade consist of three classes. The seventh grade consist of 143 students, the eighth grade consist of 146 students, and the ninth grade consist of 127 students.

Table 4
The Number Of Students of SMP N 5 Metro

No	Class	Male	Female	Total
1.	VII	89	54	143
2.	VIII	63	83	146
3.	IX	62	65	127
Total		**214**	**202**	**416**

d. The List of Students Named Class VIII D

No.	Name	Sex
1	Andrean Dwi Okta	Male
2	Andrean Titiansyah	Male
3	Angga Putra	Male
4	Arum Sekar Ranti	Female
5	Braina Larasati	Female
6	Hafiz Yolanda	Male
7	Kistia Anisa Sabilla	Female
8	Kuncoro Putra	Male
9	M. Rizky Nur Arifin	Male

10	Muhammad Fadillah	Male
11	Nadya Vatricia	Female
12	Nunik Damayanti	Female
13	Pingki Monika Sari	Female
14	Putri Widia Astuti	Female
15	Qurnia Robbi	Male
16	Rafi Habibi Santoso	Male
17	Randi Dwi Saputra	Male
18	Retno Palupi	Female
19	Reza Rivaldi	Male
20	Reza Trivaldo	Male
21	Ribka Enjelia	Female
22	Rifti Oktaviani	Female
23	Rika Kurnia Lestari	Female
24	Rizky Rahmanda	Male
25	Septian Vicky	Male
26	Tegar Aji Nata	Male
27	Wita Dwi Handayani	female

e. **The Building of SMP N 5 Metro**

The condition of facilities and buildings in SMP N 5 Mtero was good. The description of building in SMP N 5 Metro is as follows:

Table 5

The Buildings of SMP N 5 Metro

No	Names of Building	Total
1.	Classroom	21
2.	Library	1
3.	Headmaster Room	1

4.	Vise Principle Room	2
5.	Teacher Room	1
6.	Staff Room	1
7.	Counselor Room	1
8.	IPA Laboratory	1
9.	Computer Laboratory	1
10.	Toilet Teacher	4
11.	Toilet Student	6
12.	UKS Room	1
13.	OSIS Room	1
14.	Storage Room	1
15	Mosque	2
16	Kitchen	1
17	Canteen	2
19	Parking Area	1

f. The sketch Location of SMP N 5 Metro

Figure.1
The sketch Location SMP N 5 Metro
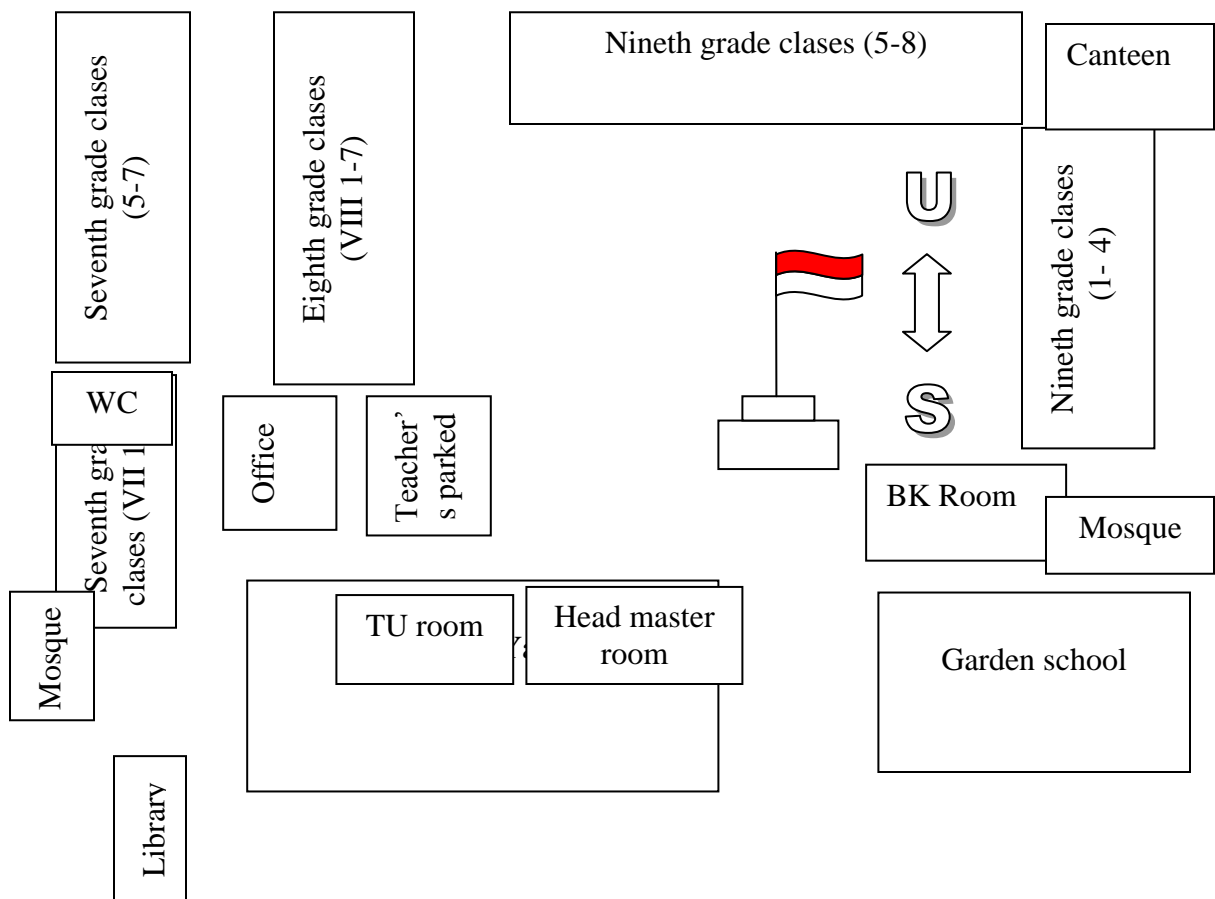
B. Description of the Research Result

In this research, the researcher conducted the pre-test on july 13rd 2017 before the process of cycle one would be done. The result of the students' mark could be seen on the table as follow:

Table 4
The Pre-test Result of Students' Speaking Performance
Class VIII D

No	Name	Score	Note
1	ADO	45	Incomplete
2	AT	50	Incomplete
3	AP	40	Incomplete
4	ASR	80	Complete
5	BL	60	Incomplete
6	HY	50	Incomplete
7	KAS	65	Incomplete
8	KP	50	Incomplete
9	MRN	55	Incomplete
10	MF	70	Complete
11	NV	70	Complete
12	ND	65	Incomplete
13	PMS	65	Incomplete
14	PWA	50	Incomplete
15	QR	45	Incomplete
16	RHS	50	Incomplete
17	RDS	45	Incomplete

18	RP	75	Complete
19	RR	45	Incomplete
20	RT	50	Incomplete
21	RE	75	Complete
22	OR	70	Complete
23	SKR	50	Incomplete
24	RR	50	Incomplete
25	VS	50	Incomplete
26	NAT	50	Incomplete
27	HDW	65	Incomplete
Total		**1535**	
Average		**56.85**	
High Score		**80**	
Low Score		**40**	

Source: The result of Pre-test on July 13rd 2017

Table 5
The Percentage of Students' speaking Performance Pre-test Score

No	Score	Frequency	Percentage	Category
1	≥ 70	5	18%	Complete
2	< 70	22	82%	Incomplete
Total		**27**	**100%**	

Source: The result of Pre-test on july 13rd 2017

Based on the table above, it can be seen that there are only 5 students who included to complete category and 22 students who included to incomplete category. The standard minimum for English lesson in SMP N 5 Metro is at least 70. So, the researcher choose simulation technique to increase students'

speaking performance in the eighth graders of SMP N 5 Metro Academic Year 2016/2017.

1. **Cycle I**

   a. **Identification of the problem**

      Based on the teacher's experience and the result of speaking performance test in SMP N 5 Metro, the researcher concluded that the problem faced by the students as follow: Many students is not confidance to speak english well .

   b. **Alternative of the Problem**.

      1) The teacher explained how to speak english well in their speaking performance.

      2) The teacher should apply simulation technique in teaching speaking performance.

      Based on the cases above, the researcher used simulation technique as the solution.

      1) Planning

         In this planning the researcher and the collaborator planned to give material about speaking performance. The researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the material, making the instrument that would be examined as the pre-test and post-test in the cycle I, making observation sheet of the

students' activity to write down the problem and the cause of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

2) Acting

The action in cycle I consisted of 3 meetings. The explanatin of every meeting will be explained bellows:

a) The First Meeting

The first meeting was conducted on july 13th 2017 for 2x45 minutes. This meeting was started by greeting and praying, checking the attendace list and asking the students condition. The researcher explained the material about describing person and drilled each expression to the students. Next, the researcher showed the students the example of teks of describing person. The researcher trained the students to speak about the material.

b) The Second Meeting

The second meeting was conducted on july 14th 2017 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendace list and asking the students condition. In this occasion, the researcher gave the exercise to the students. The exercise is about describing person dialog. The students were made the diaogue about

describing person in their life. The researcher made group consist of two students.

After finishing the exercise, every group of students speak in front of the class and aply the dialogue with simulation technique. the the teacher corrected the students' performance. After that, the teacher reviewed the material and closed the meeting by greeting them.

In the post-test 1, there are 13 students who were belong to complete category. The result of the students' test was better than the students' test before giving treatment.

In this session, the researcher got the result of the students' post-test 1 in cycles I. The result can be seen as follow:

Table 6
The Students' Post-test 1 Result of Speaking Performance in Cycle I

No	Name	Score	Note
1	ADO	60	Incomplete
2	AT	60	Incomplete
3	AP	55	Incomplete
4	ASR	85	Complete
5	BL	70	Complete
6	HY	65	Incomplete
7	KAS	60	Incomplete
8	KP	50	Incomplete
9	MRN	70	Complete
10	MF	80	Complete

11	NV	75	Complete
12	ND	70	Complete
13	PMS	75	Complete
14	PWA	70	Complete
15	QR	55	Incomplete
16	RHS	55	Incomplete
17	RDS	60	Incomplete
18	RP	80	Complete
19	RR	50	Incomplete
20	RT	50	Incomplete
21	RE	70	Complete
22	OR	75	Complete
23	SKR	75	Complete
24	RR	50	Incomplete
25	VS	60	Incomplete
26	NAT	55	Incomplete
27	HDW	60	Incomplete
Total		**1740**	
Average		**64.44**	
High Score		**85**	
Low Score		**50**	

Source: The result of Post-test1 on July 14th 2017

Table 7
Percentage Students' Score of Post-test of Speaking Performance

No	Score	Frequency	Percentage	Category
1	≥ 70	12	44%	Complete
2	< 70	15	66%	Incomplete
Total		**27**	**100%**	

Source: The result of Post-test1 on July 14th 2017

Based on the data above, it can be seen that there are 12 students who belong to complete category and 15 students who belong to incomplete category. It was higher than the result of pre-test. Learning process will be called succes if 70% of students got the minimul score 70. The fact showed that the result was unsatisfactory.

3) Observing

The researcher conducted 2 meetings to treatment in cycle I. The researcher gave material about describing person. Some students could active to join the learning. Some of them gave attention to the expalantion of teacher about the expresion of describing peron. They could speak with simulated the material well, but there were also some students who didn't active and made condition of the class be noise. Here the result observation sheet of students'activity.

Table 8
The Students' Activities Result in Cycle I

No	Criteria of succes in speaking performance	Result	
		First meeting	Second meeting
1.	Interest to following the class	60 %	80 %
2.	Respond the topic anthusiastically	55 %	80 %
3.	Pay attention to teacher explanation	70 %	90 %
4.	Focus on the learning material	70%	85%
5.	Practice in front of the class	60 %	100%
6.	Brave to act out role	51 %	55 %
7.	Brave to give opinion	18 %	20 %
8.	Encourage to ask the question	18 %	18 %

9.	Able to answer the question	27 %	70 %
10.	Having increasing the learning	85 %	87 %
Average		**51,4 %**	**68,5 %**

Note : ≤50% : Not Active
≥50% : Actives

According to the result of observation above, the learning process was increasing, because there is difference between the students activities in the first meeting and the second meeting. In conclusion, the learning process can be called success, because there is increasing of students' activities in in the first meeting and second meeting.

4) Reflecting

Based on the result of cycle I, it showed that there was an increasing of the result of pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some of the students did not focus on the material and they were still confused to speak with simulation technique

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get sollution as follow:

a) The researcher should manage class well

b) The researcher motivated the students to focus on study and did not make a noises

c) The researcher should give more exercises to make the student more
active in speaking class

Table 9
The Result of Students' Pre-test and Post-test 1

No	Name	Students' Result			Category
		Pre-test	Post-test	Improve	
1	ADO	45	60	15	Increase
2	AT	50	60	10	Increase
3	AP	40	55	15	Increase
4	ASR	80	85	5	Increase
5	BL	60	70	10	Increase
6	HY	50	65	10	Increase
7	KAS	65	60	-5	Decrease
8	KP	50	50	0	Constant
9	MRN	55	70	15	Increase
10	MF	70	80	10	Increase
11	NV	70	75	5	Increase
12	ND	65	70	5	Increase
13	PMS	65	75	10	Increase
14	PWA	50	70	20	Increase
15	QR	45	55	10	Increase
16	RHS	50	55	5	Increase
17	RDS	45	60	15	Increase
18	RP	75	80	5	Increase
19	RR	45	50	5	Increase
20	RT	50	50	0	Constant
21	RE	75	70	-5	Decrease
22	RO	70	75	5	Increase

23	RKS	50	75	15	Increase
24	RR	50	50	0	Constant
25	SV	50	60	10	Increase
26	TAN	50	50	0	Constant
27	WHD	65	60	-5	Decrease
Total		**1535**	**1740**		
Average		**56.85**	**64.44**		

Source:The result of pre test and post test 1

Figure 2
The Students' Complete and Incomplete Score on Pre-test and Post test 1
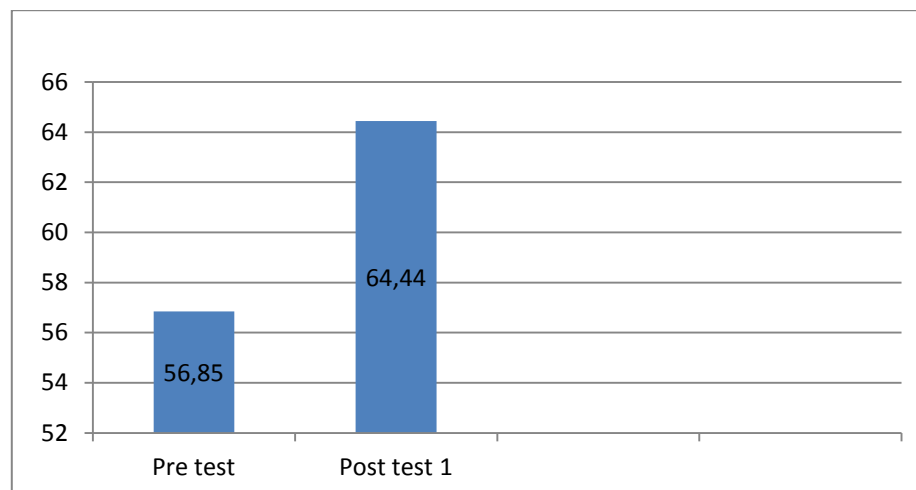
Source: The result of pre-test and post test 1

Based on the graphic above, it shows that there was an increasing between pre-test and post-test 1. The learning process is called succes, if 70% of the students passed the standard minimum criteria 70. The table of post test 1 shows that there are 12 students who passed the standard minimum criteria in the percentage of 44%. It means that the indicator of

succes was not achieved yet, although there is iinceasing in students'

activity. So, the research would be continued to cycle II. In addition, the

result of cycle 1 would be used as guideline to conduct the next cycle.

2. Cycle II

Cycle II is similar to cycle I, it consisted of planning, acting, observing

and reflecting. It will be explained more detail as follow:

a. Planning

In this step, the researcher made the lesson plan . Based on the students'

result in cycle I, the researcher concluded that the problem is that the

students feel difficult to speak english well because the students lack

vocabulary and not confidance . Therefore, the researcher revised the

problems that appeared in cycle I and arranged lesson plan to continue the

cycle II. The researcher planned to give them more exercises. The cycle 2

would be planned different with cycle 1. The teacher was active enough in

cycle 1, but in the cycle 2 the students were the active ones to do the task.

b. Acting

1) The First Meeting

The meeting was conducted on July 18nd 2017. The researcher

opened the meeting by greeting, asked students to prayed together,

checking students' attendance list. Next, the researcher announced the

result of their speaking performance at the last meeting.

After that, the researcher explained the new material about asking and giving opinion. The teacher guided the students to pronounce each expression. If there was a word that they felt difficult to simulated it, the teacher showed the example of conversation. Next, the researcher divided the students to make groups, every goup consist of 2 students. The researcher gave each group a worksheet. It was about dialog consisted of blank parts. The students are asked to fill the blank. In this cycle, the one who read the dialog fully was not the researcher, but the leader of the group in front of his member group.

Furthermore, the researcher asked one of the group to come forward to the class to speak about dialogue in front of the class. After finishing the exercise, the researcher closed the meeting.

2) The Second Meeting

The second meeting was conducted on july, 22nd 2017. In this occassion, the researcher gave the dialogue about asking and giving opinion and the students have to do it with simulated technique. 2 students have different exercise. The student must do it with things which can support ther actand situation. After finishing the exercise, the researcher closed the meeting.

In this session, the researcher got the result of the students' post-test 1 in cycle I. The result can be seen as follow:

Table 10

The Students' Score of Speaking Performance Post-test in Cycle II

No	Name	Score	Note
1	ADO	60	Incomplete
2	AT	75	Complete
3	AP	60	Incomplete
4	ASR	85	Complete
5	BL	80	Complete
6	HY	70	Complete
7	KAS	90	Complete
8	KP	60	Incomplete
9	MRN	70	Complete
10	MF	85	Complete
11	NV	75	Complete
12	ND	85	Complete
13	PMS	80	Complete
14	PWA	75	Complete
15	QR	70	Complete
16	RHS	70	Complete
17	RDS	75	Complete
18	RP	90	Complete
19	RR	60	Incomplete
20	RT	55	Incomplete
21	RE	80	Complete
22	OR	80	Complete
23	SKR	80	Complete
24	RR	60	Incomplete
25	VS	75	Complete
26	NAT	70	Complete

27	HDW	75	Complete
Total		**1980**	
Average		**73.33**	
High Score		**90**	
Low Score		**55**	

Source: The result of Pre-test on July 22nd 2017

Table 11
Percentage of Post-test in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 70	21	77%	Complete
2	< 70	6	23%	Incomplete
Total		**27**	**100%**	

Source: The result of Post-test on July 22nd 2017

The table above is the result of students' mark at post test 2. It can be seen that there was an increasing from the mark of post test 1 and post test 2. There are 20 students who included to complete category in the percentage of 74%, and there are just 7 students who included to incomplete category in the percentage of 24%. It means that there was increasing score from post test 1 and the post test 2 and the learning process was succes.

c. Observation

In this stage the students more active and enthusiastic in following the learning process. It can be seen as follow:

1) The Students' Activities Result in Cycle II

Table 12

The Students' Activities Result In Cycle II

No	Criteria of succes in speaking performance	Result	
		First meeting	Second meeting
1.	Interest to following the class	98 %	100%
2.	Respond the topic anthusiastically	85 %	80 %
3.	Pay attention to teacher explanation	85%	90 %
4.	Focus on the learning material	80%	90%
5.	Practice in front of the class	70%	100%
6.	Brave to act out role	75 %	88%
7.	Brave to give opinion	30 %	45%
8.	Encourage to ask the question	50%	54%
9.	Able to answer the question	68%	82 %
10.	Having increasing the learning	87%	90%
	Average	**72,8 %**	**81,9 %**

Source: the result of students activities on July 18[nt]-22nd 2017

Note :   ≤50%   : Not Active
                 ≥50%   : Active

According to the result of the observation above, it can be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

2) The Result of Students' Activity

This observation sheet result was gotten when the learning process was conducted by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

Table 13
The Result of The Activity in Cycle I & II

Source: The result of students' activities in cycle I and II.

No	Criteria of succes in speaking performance	Percentages		Increasing
		Cyle I	**Cyle II**	
1.	Interest to following the class	70 %	99%	21
2.	Respond the topic anthusiastically	67 %	82%	15
3.	Pay attention to teacher explanation	80%	87%	7
4.	Focus on the learning material	77%	85%	8
5.	Practice in front of the class	80%	85%	5
6.	Brave to act out role	51 %	81%	30
7.	Brave to give opinion	19%	37%	18
8.	Encourage to ask the question	18%	47%	29
9.	Able to answer the question	48%	75%	27
10.	Having increasing the learning	86%	88%	2
	Average	**59,6 %**	**76,6 %**	**16,2 %**

Based on the table above, it could be concluded that there was an increasing of students' activities during the learning process of cycle I and cycle II through simulation technique. It means that minimal simulation technique had positive effect to increase the learning process.

d. Reflecting

The result of cycle II was better than cycle I. There was significant increasing in this cycle. The condition of the class was getting better than before. The students can speak english well.. The students gave full attention to teacher and students'explanation.

1) The Result Mark of Students' Post tes 1 and Post test 2

Table 14
The Result of Students' Post-test 1 and Post-test 2

No	Name	Students' Result			Category
		Post test 1	Post test 2	Increase	
1	ADO	60	60	0	Increase
2	AT	60	70	15	Increase
3	AP	55	60	5	Increase
4	ASR	85	80	0	Increase
5	BL	70	80	10	Increase
6	HY	65	80	5	Increase
7	KAS	60	90	30	Increase
8	KP	50	60	10	Increase
9	MRN	70	70	0	Increase
10	MF	80	85	5	Increase
11	NV	75	75	0	Increase
12	ND	70	85	15	Increase
13	PMS	75	80	5	Increase
14	PWA	70	75	5	Increase
15	QR	55	70	15	Increase
16	RHS	55	70	15	Increase
17	RDS	60	75	15	Increase
18	RP	80	90	10	Increase
19	RR	50	60	10	Increase
20	RT	50	55	5	Increase
21	RE	70	80	10	Increase
22	RO	75	80	5	Increase

23	RKS	75	80	5	Increase
24	RR	50	60	10	Increase
25	SV	60	75	15	Increase
26	TAN	55	70	25	Increase
27	WHD	60	75	15	Increase
Total		**1740**	**1980**		
Average		**64,44**	**73,33**		

Source:The result of post test 1 and post test 2

Figure 3
The Students' Complete And Incomplete Score on Post-test I and Post-test II
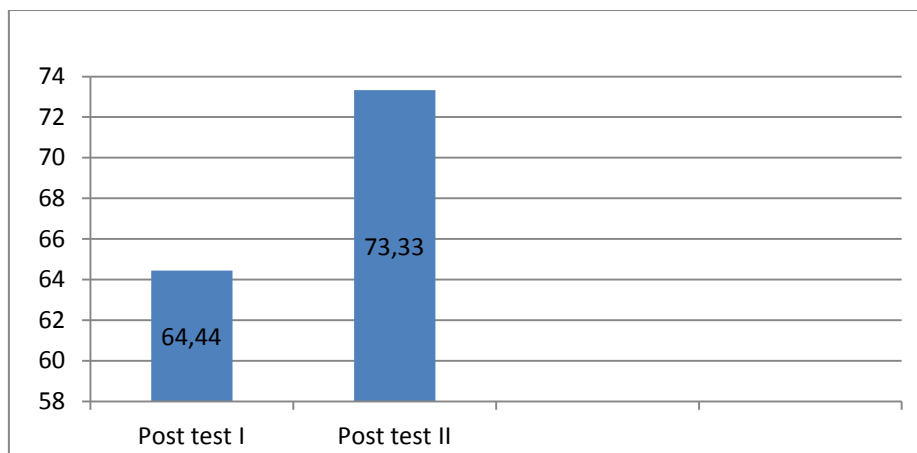
Source:The result of post test I and post test II

2) The Result of Students' Mark Pre-test, Pos test I and Post test II

Nevertheles, there is an increasing mark of the students' post test I than pre-test. At the cycle II, the incresing of post test II better than post test I. This is the mark illustration of them:

Table 15
The Result of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	ADO	45	60	60	Increase
2	AT	50	60	70	Increase
3	AP	40	55	60	Increase
4	ASR	80	85	85	Increase
5	BL	60	70	80	Increase
6	HY	50	65	70	Increase
7	KAS	65	60	90	Increase
8	KP	50	50	6060	Increase
9	MRN	55	70	70	Increase
10	MF	70	80	85	Increase
11	NV	70	75	70	Increase
12	ND	65	70	85	Increase
13	PMS	65	75	80	Increase
14	PWA	50	70	75	Increase
15	QR	45	55	70	Increase
16	RHS	50	55	70	Increase
17	RDS	45	60	75	Increase
18	RP	75	80	80	Increase
19	RR	45	50	60	Increase
20	RT	50	50	55	Increase
21	RE	75	70	80	Increase
22	RO	70	75	80	Increase
23	RKS	50	75	80	Increase
24	RR	50	50	60	Increase
25	SV	50	60	70	Increase

26	TAN	50	55	70	Increase
27	WHD	65	60	75	Increase
Total		1535	1740	1980	
Average		56,85	64,44	73,33	

Source:the Result of pre test, post test I and post test II

Figure 5
The Students' Complete and Incomplete Score at Pre test,
Post test I and Post Test II
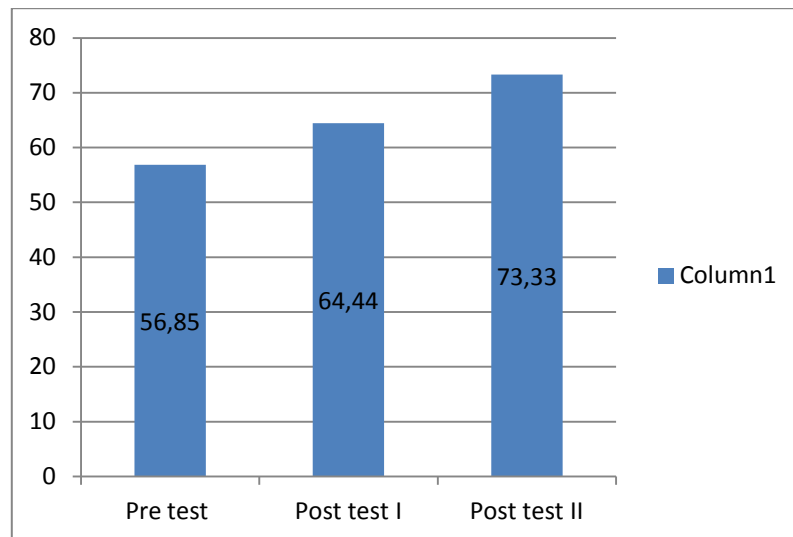
Source: The result of pre test, post test I and Post test II

From the table above can be seen that there was an increasing from post test I and post test II. The students' could achieve the target. Most of students got mark ≥70 in the percentage of 73% and there is also

incresing of students' activity. It means simulation technique can increase students' speaking performance.

The table showed that the students' average in the pre test was 56,85, in the post test 1 was 64,44 and in the post test II was 73,33. It means that there was an incresing on students' score from pre test to cycle I and cycle II. The difference between pre test and post test 1 is 7,59 and the difference between post test 1 and post test 2 is 8,89. Whereas, the difference between pre-test and post test 2 is 16,48.

Table 16
The Percentage of Students' Result Post test I and Post test II

No	Score	Post Test 1		Post Test 2		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 70	12	45%	21	77%	Complete
2	< 70	15	55%	6	23%	Incomplete
Total		**27**	**100 %**	**27**	**100%**	

Source: The result of post test I and post test II

Based on the comparison table above, it shows that there is score increasing in post test 1 and post test 2. There is more than 70% students who are categorized to complete. So, the research wouPld not be continued to the next cycle. `

C. Discussion

1. The Result of pre test

The purpose of the pre test is to know about the students performance in speaking performance before the researcer gives the treatment.from the result of pre survey, it show that that the students' have dificulties to answer the test and they dificult to speak english well. Based on the data of pre test, it can show that the students' average in the pre test was 56,85. Beside that, the highes score was 80, the lowes score was 40. It show that most of the students have not complete in achiving the minimum mastery criteria 70. Therefore only 5 of 27 students complete the minimum mastery criteria. So its need that increasing by using simulation technique in the speaking performance.

2. **The Result Of Cycle 1**

In this research, from the pre test score it can show that the students have many dificulties in the learning process. From the pre test the students' score and students' activities not achieve theminimum score, so the researhcer used the simulation technique in the treatment to increase the students' speaking performance. Based on the data of pre test, it can show that the students' average in the pre test was 64,44. The highes score was 85, the lowes score was 50. In the cycle 1, the researcher give more treatment and more explanation by using simulation technique, but only 12 students complete the minimum score and 15 students incomplete the minimum score. In the post test 1 most of the students incomplete in achieving the material and learning activities. Beside that, 70% of thw students are not yet achieve in the learning process, so it seen

that the students still need more treatment by using simulation technique to increase the students' speaking performance.

3. **The Result Of Cycle 2**

From the increasing of pre test to the post test cycle 1, it can be seen that the used of simulation technique can increase the sudents' speaking performance, but the students score and students' activities in cycle 1 not achieve the score target, so the researcher continues to cycle 2. The researcher gives more treatment with detail explanation and detile example in the learning process to the students. The researcer give more instrument to support the simulation technique.

Based on the table 15, it can be seen that there is percentages from 64,44 in cycle 1 to 73,33 in cycle 2. The students speaking performance has increased. In the cycle 2 there are 21 students can complete the minimum score and 6 students who incomplete the minimun score. It is mean that by using simulation technique can increase the students' speaking performance and learning activity at tha eighth grade of SMP N 5 Metro.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of learning speaking performance through the use of simulation technique in two cycles of the action research, the researcher would like to give the conclusion that Simulation Technique has positive affect toward students' speaking performance. It can be used us alternative choice in learning speaking. By using simulation technique teaching learning process also makes students ware easier in accepting the materials and express their idea. This is proved by seeing the average score of cycle I and cycle II of the treatment. Applying simulation technique makes students be interesting and motivate then to follow the class.

Based on the average of the students' score of SMP N 5 Metro, the result of observation sheet and the students' activity, the implementation of cycle I and cycle II was active. Based on the result of students' average score from pre test is 56,85; post test 1 is 64,44; post test 2 is 73,33. It means that there was an increasing on students' score from pre test to cycle I and cycle II. The difference between pre test and post test 1 is 7,59 and the difference between post test 1 and post test 2 is 8,89. Whereas, the difference between pre-test and post test 2 is 16,48. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1. It is clear that simulation technique can increase the students' speaking performance.

B. Suggestion

Based on the result of the research, the research would like to give some suggestions as follow:

1. For The Students

   a. The students have to increase their achievement and their activating in the learning English.

   b. The students have increase their speaking performamce in order to accelerate the process in studying English.

2. For the Teacher

   a. Used the simulation technique to increase the students' performance in learning will be interested and motivated in studying, the students will not bore in following the class.

   b. simulation technique used to apply, completed with the dialogue, it can make the students do the task easily

   c. To give more various, technique in teaching learning process

3. For The Headmaster.

   The Headmaster should support the English learning process by preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' speaking performance.

4. For Other Researchers

   The result of the research as an orientation other researchers to create quality more betters.

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DOCUMENTATION
1. PRE TEST

The Researcher Convey The Material

2. POST TEST 1

The Researcher Gives The Treatment

The Reseacher Convey The Example Of Dialogue

3. POST TEST 2

The Students Practice The Dialogue

Nomor   :   / 1.12.3.03 / KP / 2017
Lampiran : -
Hal   : Persetujuan Izin Obsevasi/Survey

Kepada
Yth   : Sdr. Dekan

        di

          Metro

Assalamu'alaikum Wr. Wb

Waba'du , Menindaklanjuti surat dari Rektor Bidang Akademik Nomor : B-2808/In.28/R?TL.01/06/2017.

Dengan ini kami bersedia memberikan izin kepada Mahasiswa tersebut di bawah ini:

    N a m a   : FEPIONI
    N P M   : 13107297
    Semester   : 8 (Delapan)
    Jurusan   : Pendidikan Bahasa Inggris

Yang telah mengadakan observasi/survey dengan judul : "INCREASING STUDENTS SPEAKING PERFORMANCE BY USING SIMULATION TECHNIQUE AT THE EIGTH GRADE OF SMP N 5 METRO" pada tanggal 17 Juli s.d 01 Agustus 2017.

Demikianlah atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

                              Metro, 02 Agustus 2017
                              Kepala Sekolah

                              S U Y O N O, S.Pd
                              NIP 19630717 198403 1 008

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S U R A T T U G A S
Nomor: B-2808/In.28/R/TL.01/06/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama	:	**FEPIONI**
NPM	:	13107297
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP N 5 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENTS SPEAKING PERFORMANCE BY USING SIMULATION TECHNIQUE AT THE EIGHTH GRADE OF SMP N 5 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.
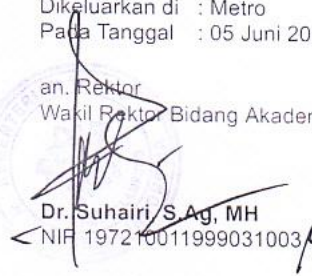
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 05 Juni 2017

Mengetahui
Pejabat Setempat

NIP 19710709 198403 1 008

an. Rektor
Wakil Rektor Bidang Akademik,

Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

Nomor : P. 1243/In.28/FTIK/PP.00.9/05/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdr. Drs. Kuryani Utih, M.Pd.
2. Sdr. Ahmad Subhan Roza, M.Pd.
Dosen Pembimbing Skripsi
di-

    Tempat

Assalamu'alaikum Wr. Wb.

    Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama   : Fepioni
NPM   : 13107297
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan   ± 1/6 bagian
   b. Isi   ± 2/3 bagian
   c. Penutup   ± 1/6 bagian

    Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Mei 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP. 196705311993032003

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fepioni
NPM : 13107297

Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin 9/10 2017	✓		Revise chapter IV	
2	Kamis 12/10 2017		✓	Acc Munaqasah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fepioni   Jurusan : TBI
NPM : 13107297   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jum'at 22 September 2017		˅		
			˅		
			˅		

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

OBSERVATION SHEET POST TEST 2

No	Name	Fluency				Pronounciation				Vocabulary				Grammatical				Interactional				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	ADO																					12	60	Incomplete
2	AT			✓			✓				✓				✓				✓			15	75	Complete
3	AP				✓			✓				✓	✓			✓						12	60	Incomplete
4	ASR				✓		✓				✓					✓					✓	17	85	Complete
5	BL			✓			✓	✓			✓	✓			✓						✓	16	80	Complete
6	HY			✓			✓				✓				✓						✓	14	70	Complete
7	KAS			✓			✓				✓											14	70	Complete
8	KP		✓				✓				✓											18	90	Complete
9	MRN			✓			✓					✓			✓				✓	✓		14	70	Complete
10	MF			✓			✓								✓				✓			17	85	Complete
11	NV			✓			✓	✓			✓	✓				✓	✓					15	75	Complete
12	ND				✓			✓				✓	✓		✓							17	85	Complete
13	PMS			✓			✓					✓	✓		✓						✓	16	80	Complete
14	PWA			✓			✓	✓				✓	✓		✓					✓		15	75	Complete
15	QR			✓			✓	✓			✓		✓		✓					✓		14	70	Complete
16	RHS			✓			✓				✓	✓			✓					✓		14	70	Complete
17	RDS			✓				✓							✓					✓		15	75	Complete
18	RP			✓			✓										✓			✓		18	90	Complete
19	RR			✓				✓			✓	✓			✓			✓		✓		12	60	Complete
20	RT							✓				✓			✓	✓		✓				11	55	Incomplete
21	RE			✓				✓				✓			✓					✓	✓	16	80	Complete
22	RO			✓				✓				✓	✓		✓					✓	✓	16	80	Complete
23	RKS			✓			✓						✓		✓						✓	16	80	Complete
24	RR			✓				✓			✓				✓						✓	12	60	Incomplete
25	SV			✓			✓				✓				✓						✓	15	75	Complete
26	TAN			✓				✓			✓				✓					✓		14	70	Complete
27	WHD				✓							✓			✓						✓	15	75	Complete

OBSERVATION SHEET POST TEST 1

No	Name	Fluency 1	2	3	4	Pronounciation 1	2	3	4	Vocabulary 1	2	3	4	Grammatical 1	2	3	4	Interactional 1	2	3	4	Score	Total Score	Category
1	ADO			✓			✓				✓				✓				✓				12	60	Incomplete
2	AT			✓				✓							✓					✓	✓		12	60	Incomplete
3	AP		✓	✓		✓		✓			✓									✓			11	55	Incomplete
4	ASR		✓				✓					✓			✓	✓				✓			17	85	Complete
5	BL		✓				✓					✓			✓	✓						✓	14	70	Complete
6	HY			✓	✓			✓				✓			✓	✓			✓	✓			13	65	Incomplete
7	KAS		✓	✓			✓	✓			✓	✓			✓					✓			12	60	Incomplete
8	KP		✓				✓								✓								10	50	Incomplete
9	MRN			✓			✓				✓				✓								14	70	Complete
10	MF			✓	✓		✓				✓				✓				✓		✓		16	80	Complete
11	NV			✓		✓		✓			✓	✓				✓							15	75	Complete
12	ND			✓		✓		✓				✓			✓						✓		14	70	Complete
13	PMS						✓					✓			✓						✓		15	75	Complete
14	PWA		✓	✓			✓	✓			✓		✓	✓									14	70	Complete
15	QR		✓	✓			✓	✓						✓				✓		✓			11	55	Incomplete
16	RHS			✓			✓				✓				✓			✓	✓				11	55	Incomplete
17	RDS		✓	✓				✓			✓	✓							✓		✓		12	60	Incomplete
18	RP										✓				✓	✓					✓		16	80	Complete
19	RR		✓				✓								✓	✓			✓				10	50	Incomplete
20	RT		✓				✓				✓	✓				✓			✓				10	50	Incomplete
21	RE			✓				✓				✓			✓	✓					✓		14	70	Complete
22	RO		✓	✓				✓				✓			✓					✓			15	75	Complete
23	RKS			✓				✓							✓						✓		15	75	Complete
24	RR			✓			✓			✓					✓				✓	✓			10	50	Incomplete
25	SV			✓				✓	✓	✓					✓								12	60	Incomplete
26	TAN		✓	✓		✓			✓			✓			✓					✓			11	55	Incomplete
27	WHD	✓					✓																12	60	Incomplete

OBSERVATION SHEET PRE TEST

No	Name	Fluency 1	2	3	4	Pronouncation 1	2	3	4	Vocabulary 1	2	3	4	Grammatical 1	2	3	4	Interactional 1	2	3	4	Score	Total Score	Category
1	ADO		✓				✓				✓				✓			✓				9	45	Incomplete
2	AT			✓			✓				✓				✓			✓				10	50	Incomplete
3	AP	✓				✓	✓			✓	✓				✓							8	40	Incomplete
4	ASR				✓			✓				✓				✓			✓			16	80	Complete
5	BL			✓				✓				✓				✓				✓		12	60	Incomplete
6	HY		✓			✓					✓				✓				✓			10	50	Incomplete
7	KAS		✓					✓			✓				✓				✓			13	65	Incomplete
8	KP		✓			✓	✓				✓				✓				✓			10	50	Incomplete
9	MRN		✓				✓				✓				✓				✓			11	55	Incomplete
10	MF				✓	✓	✓				✓				✓					✓		14	70	Complete
11	NV				✓	✓	✓				✓				✓					✓		14	70	Complete
12	ND				✓	✓	✓				✓				✓			✓	✓			13	65	Incomplete
13	PMS				✓		✓	✓			✓	✓				✓			✓			13	65	Incomplete
14	PWA			✓				✓		✓	✓				✓				✓			10	50	Incomplete
15	QR		✓	✓			✓				✓		✓			✓		✓				9	45	Incomplete
16	RHS		✓				✓			✓					✓							10	50	Incomplete
17	RDS			✓												✓						9	45	Incomplete
18	RP	✓		✓		✓		✓		✓	✓			✓		✓						15	75	Complete
19	RR	✓					✓			✓	✓											9	45	Incomplete
20	RT			✓			✓			✓						✓						10	50	Incomplete
21	RE		✓									✓			✓	✓			✓			15	75	Complete
22	RO											✓			✓					✓		14	70	Complete
23	RKS	✓					✓			✓	✓			✓	✓					✓		10	50	Incomplete
24	RR	✓				✓	✓				✓			✓						✓		10	50	Incomplete
25	SV		✓				✓			✓	✓			✓								10	50	Incomplete
26	TAN		✓	✓		✓	✓				✓			✓					✓			10	50	Incomplete
27	WHD			✓			✓				✓			✓		✓				✓		13	65	Incomplete

THE OBSERVATION OF STUDENTS' ACTIVITIES

Topic   :

Sub Topic :

Meeting   : 1

Day/Date :

NO	Students activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Total
	Pre activity																														
1	Interest to following the class	✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			
2	Respond the topic anthusiastically	✓	✓		✓		✓			✓		✓	✓	✓	✓	✓	✓	✓	✓					✓			✓	✓			
	While activities																														
3	Pay attention to teacher explanation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓							
4	Focus on the learning material		✓	✓	✓			✓		✓	✓	✓	✓		✓						✓	✓		✓							
5	Practice in front of the class	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓						✓										
6	Brave to act out role								✓	✓						✓	✓	✓													
7	Brave to give opinion					✓		✓				✓			✓	✓	✓						✓	✓	✓	✓	✓				
8	Encourage to ask the question					✓					✓		✓									✓	✓								
9	Able to answer the question	✓	✓															✓	✓							✓		✓			
	Post activities																														
1	Having increasing of learning	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓			
0																															
	Total																														30

The Collaborator

Imas Sabnah, S.Pd.

NIP. 19590613 198103 2 006

The Researcher

Fepioni

1310797

THE OBSERVATION OF STUDENTS' ACTIVITIES

Topic. :

Sub Topic :

Meeting : **2**

Day/Date :

No	Students activities	Students name																													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Pre activity																														
1	Interest to following the class	✓	✓	✓	✓		✓				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
2	Respond the topic enthusiastically	✓	✓	✓	✓	✓			✓		✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓			✓		
	While activities																														
3	Pay attention to teacher explanation	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓				
4	Focus on the learning material	✓	✓				✓				✓	✓	✓	✓	✓	✓	✓		✓			✓			✓		✓				
5	Practice in front of the class	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓					
6	Brave to act out role	✓	✓			✓			✓							✓	✓	✓	✓	✓	✓	✓	✓		✓		✓				
7	Brave to give opinion	✓	✓	✓	✓						✓		✓			✓	✓	✓	✓	✓	✓	✓					✓				
8	Encourage to ask the question	✓	✓							✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓				
9	Able to answer the question		✓	✓	✓			✓			✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓		✓				
	Post activities																														
10	Having increasing of learning	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
	Total	9	9	7	8	3	4	2	3	3	6	7	8	8	8	9	9	8	8	8	7	9	7	8	9	9	9	6			

The Collaborator

Imas Sabnah, S.Pd.

NIP. 19590613 198103 2 006

The Researcher

Fepioni

13107297

THE OBSERVATION OF STUDENTS' ACTIVITIES

Topic   :

Sub Topic   :

Meeting   : 2

Day/Date   :

Students name

No	Students activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Pre activity																														
1	Interest to follwing the class	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓	✓			
2	Respond the topic anthusiastically	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	While activities																														
3	Pay attention to teacher explanation	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓			
4	Focus on the learning material	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓		✓		✓		✓					✓		✓			
5	Practice in front of the class	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
6	Brave to act out role	✓	✓	✓			✓				✓			✓		✓	✓		✓	✓	✓		✓		✓	✓					
7	Brave to give opinion	✓	✓			✓	✓			✓				✓	✓							✓				✓					
8	Encourage to ask the question	✓			✓	✓		✓		✓			✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓					
9	Able to answer the question	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓ ✓	✓ ✓			
	Post activities																														
10	Having increasing of learning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Total	5	9	7	7	8	7	7	6	7	6	7	7	8	8	8	8	8	7	7	7	8	8	7	7	6	5	5			

The Collaborator

Imas Sabnah, S.Pd.

NIP. 19590613 198103 2 006

The Researcher

Fepioni

13107297

93

THE OBSERVATION OF STUDENTS' ACTIVITIES

Topic   :

Sub Topic   :

Meeting   : 4

Day/Date   :

No	Students activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	Pre activity																														
1	Interest to follwing the class	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√			√	√	√	√	√	√			
2	Respond the topic anthusiastically	√			√	√	√	√	√	√	√	√	√	√	√				√	√			√	√		√	√	√	兆	兆	
	While activities																														
3	Pay attention to teacher explanation		√	√		√	√	√	√	√	√	√	√	√	√	√	√			√	√	√	√	√			√				
4	Focus on the learning material		√	√		√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√			√				
5	Practice in front of the class	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			√				
6	Brave to act out role	√	√	√		√	√	√	√		√		√	√	√	√	√	√	√	√	√	√	√	√			√				
7	Brave to give opinion			√							√	√			√		√	√	√	√	√	√									
8	Encourage to ask the question	√	√		√	√	√	√		√					√	√	√	√	√	√	√	√									
9	Able to answer the question	√	√	√	√	√	√	√	√	√					√	√	√	√	√	√		√			√						
	Post activities																														
10	Having increasing of learning	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√			
	Total																														

The Collaborator

Imas Sabnah, S.Pd.

NIP. 19590613 198103 2 005

The Researcher

Fepioni

13107297

ATTENDANCE LIST OF PRE TEST

Class : VIII D

Date :

No.	Name	Signature
1	Andrean Dwi Okta	
2	Andrean Titiansyah	
3	Angga Putra	
4	Arum Sekar Ranti	
5	Braina Larasati	
6	Hafiz Yolanda	
7	Kistia Anisa Sabilla	
8	Kuncoro Putra	
9	M. Rizky Nur Arifin	
10	Muhammad Fadillah	
11	Nadya Vatricia	
12	Nunik Damayanti	
13	Pingki Monika Sari	
14	Putri Widia Astuti	
15	Qurnia Robbi	
16	Rafi Habibi Santoso	
17	Randi Dwi Saputra	
18	Retno Palupi	
19	Reza Rivaldi	
20	Reza Trivaldo	
21	Ribka Enjelia	
22	Rifti Oktaviani	
23	Rika Kurnia Lestari	
24	Rizky Rahmanda	
25	Septian Vicky	
26	Tegar Aji Nata	
27	Wita Dwi Handayani	

ATTENDANCE LIST OF POST TEST CYCLE 1

Class : VIII D

Date :

No.	Name	Signature
1	Andrean Dwi Okta	
2	Andrean Titiansyah	
3	Angga Putra	
4	Arum Sekar Ranti	
5	Braina Larasati	
6	Hafiz Yolanda	
7	Kistia Anisa Sabilla	
8	Kuncoro Putra	
9	M. Rizky Nur Arifin	
10	Muhammad Fadillah	
11	Nadya Vatricia	
12	Nunik Damayanti	
13	Pingki Monika Sari	
14	Putri Widia Astuti	
15	Qurnia Robbi	
16	Rafi Habibi Santoso	
17	Randi Dwi Saputra	
18	Retno Palupi	
19	Reza Rivaldi	
20	Reza Trivaldo	
21	Ribka Enjelia	
22	Rifti Oktaviani	
23	Rika Kurnia Lestari	
24	Rizky Rahmanda	
25	Septian Vicky	
26	Tegar Aji Nata	
27	Wita Dwi Handayani	

ATTENDANCE LIST OF POST TEST CYCLE 2

Class : VIII D

Date :

No.	Name	Signature
1	Andrean Dwi Okta	
2	Andrean Titiansyah	
3	Angga Putra	
4	Arum Sekar Ranti	
5	Braina Larasati	
6	Hafiz Yolanda	
7	Kistia Anisa Sabilla	
8	Kuncoro Putra	
9	M. Rizky Nur Arifin	
10	Muhammad Fadillah	
11	Nadya Vatricia	
12	Nunik Damayanti	
13	Pingki Monika Sari	
14	Putri Widia Astuti	
15	Qurnia Robbi	
16	Rafi Habibi Santoso	
17	Randi Dwi Saputra	
18	Retno Palupi	
19	Reza Rivaldi	
20	Reza Trivaldo	
21	Ribka Enjelia	
22	Rifti Oktaviani	
23	Rika Kurnia Lestari	
24	Rizky Rahmanda	
25	Septian Vicky	
26	Tegar Aji Nata	
27	Wita Dwi Handayani	

CURRICULUM VITAE

The name of the writer is Fepioni. The writer was born in Metro, on February 28th 1995. She is the first child of a couple, Mr.Kasno and Mrs. Tuminem. She was enrolled her study in Sumbersary at TK Aisyiyah in 1998 and graduated in 2001. She continued her study at State Elementary School 2 of Rejomulyo and graduated in 2007. She continued her study at Junior High School 5 Metro and graduated in 2010. Having graduated from junior high school, continued her study at Senior High School 2 Metro and graduated in 2013. In the same year of 2013, she was registered as S-1 student of English Education Department of The State Insitute for Islamic College (IAIN) Metro. She hopes that she will be an english teacher and one day she can continue her study to master of degree.