

# THE IMPLEMENTATION OF SIMULATION TECHNIQUE ASSISTED WITH REALIA IN SPEAKING CLASS

Dewa Ayu Ari Wiryadi Joni  
Universitas Mahasaraswati Denpasar  
[wiryadi\\_joni@unmas.ac.id](mailto:wiryadi_joni@unmas.ac.id)

## ABSTRACT

The present study aimed at improving speaking skill through simulation technique assisted with realia toward the first semester students of ELESP FKIP Unmas Denpasar in academic year 2019/2020. The subjects consisted of 32 subjects. Based on the result of the pre-test which was carried out in pre-cycle, the subjects' speaking skill in performing the oral dialogue was categorized to be insufficient. This present study was then carried out through implementing simulation technique assisted with realia in two-planned cycles and in each cycle consisted of two successive sessions. The results of post-tests in each cycle showed that there was a significant improvement concerning the subjects' speaking skill in which it improved from insufficient to good level. This research also showed that there were positive responses concerning the technique implemented in improving the subjects' speaking skill. To sum up, the present study provided empirical evidences that speaking skill of the first semester students of ELESP FKIP Unmas Denpasar in academic year 2019/2020 could be improved through simulation technique assisted with realia.

**Key words:** speaking skill, simulation technique, realia

## INTRODUCTION

Generally, in teaching EFL classes, especially in speaking classes, the English instructors have many complex roles, for instance as a developer of their teaching learning processes to create a meaningful learning, a facilitator as the students learn how to speaking fluently and as a creator of conducive classroom speaking activities. Unfortunately, in real classes, these roles are quite difficult to perform. Educators commonly face difficulties in teaching; they often forget their portions in instruction. They may speak more than the students or the learning activities may be monotonous. Thus, meaningful learning may be difficult to achieve.

Furthermore, EFL students may learn best when making them speak with their friends and showing their expressions by changing the atmosphere of the repetitive class to become an interesting one (Harmer, 2008). One way to help them to be creative and interested in learning English in the classroom is by using the technique that can make them learn with their friends using their concrete surroundings; and one of which is using simulation technique.

As some studies (Hardianty, Nadrun, Mukrim, 2013; Ruqoyah, 2017; Elisa, Sada, Yuliana, 2018; Prabowo and Yulia, 2018) found that simulation technique in teaching speaking suggests a

significant improvement on students' speaking skill; the teacher can help students to be able to speak fluently and the students are expected to be eager to speak and build up their confidence. They can get engaged in real life speaking activities which can relate to their real world experiences. In addition, they can show their expressions because they get their own role in simulation; besides, they use the properties that help them to act based on their character. The teacher also gives them the situation based on the topic where they have to play during the simulations.

Furthermore, the teaching aid during instructions is also important to promote learning. One of which is the use of realia. Realia can be manifested from different sources. One point to note when using realia is the aids must be real and authentic. Realia can enhance students' visualization of certain things. It is able to offer a meaningful learning as the learners experiences a real connection between classroom activities to the real world (Bably and Nusrat, 2017). As Soames (2010) implies that in EFL classroom settings, realia suggests the use of real items existed in daily life to be utilized as a teaching aid. Realia generates a connection between the objects and expressions they correspond to. Hence,

EFL activities become etched in mind. Students can see, touch and feel the objects directly. When simulation technique assisted with realia, it can be worth trying to see the improvement of students' speaking skill.

Therefore, the researcher is highly motivated in conducting the study in which it aims at finding out the improvement of the speaking skill of the first semester students of ELESP FKIP Unmas Denpasar in academic year 2019/2020 through simulation technique assisted with realia.

## **RESEARCH METHODS**

The subjects of the present classroom action study were limited to the students in IC class of ELESP FKIP Unmas Denpasar in academic year 2019/2020. The researcher used classroom action research (CAR) as a research design in this study. In addition, the teaching learning processes were divided into two cycles which each cycle consisted of two sessions. Besides, this study aimed at improving speaking skill of the subjects in speaking through simulation technique assisted with realia.

In this research, the researcher conducted pre-test in oral form of monologue about introducing self to evaluate the subjects' pre-existing

speaking skill. Furthermore, the post-tests of each cycle were about introducing self and others, and giving and describing birthday gifts which were used to figure the subjects' progress in speaking skill through simulation technique assisted with realia.

In classroom action research (CAR), there are four procedures in its application. They are planning, action, observation and also reflection. Before the classroom action research could be effectively started, the researcher had to prepare instructional planning for all sessions. Besides, to achieve the purpose of the present classroom action research, the researcher prepared the things that can be drawn as follows: designing lesson plan, preparing the materials of speaking for each cycle, preparing the scoring rubric that was used to score the subjects' speaking skill which focused on pronunciation, comprehension and fluency adapted from Brown (2004), and preparing the questionnaire that was given to the subjects to know the subjects' responses.

In this study, the tests were in the form of pre-test and post-test. Pre-test was the test that was conducted before the action. It had purpose to measure the subjects' pre-existing speaking skill. Besides, the result of the pre-test was used as a reference for conducting the research.

In this study, pre-test was given by the teacher to gather the subjects' pre-existing skill in speaking by performing a monologue in front of the class. Furthermore, post-test was the test conducted at the end of each cycle in order to know the subjects' improvement in speaking skill after the action. Besides, post-tests were given by the teacher in every end of the cycle. Both of those tests were in the form of dialogue that had to be performed by all pairs in front of the class.

The additional data were gathered through questionnaire. The subjects' answers were gathered in order to know their responses towards the technique used in this research. It was formed in 10 statements and the students might choose their responses by marking "strongly agreed" (4), "agreed" (3), "disagreed" (2) and "strongly disagreed" (1). Therefore, in this study, the questionnaire was administered after the last cycle was completed.

## **FINDINGS AND DISCUSSION**

As what had been mentioned before, this research used a cyclical process of classroom action research which was carried out in pre-cycle, cycle I and cycle II. Furthermore, the present study was mainly intended to find out whether or not the subjects' speaking skill

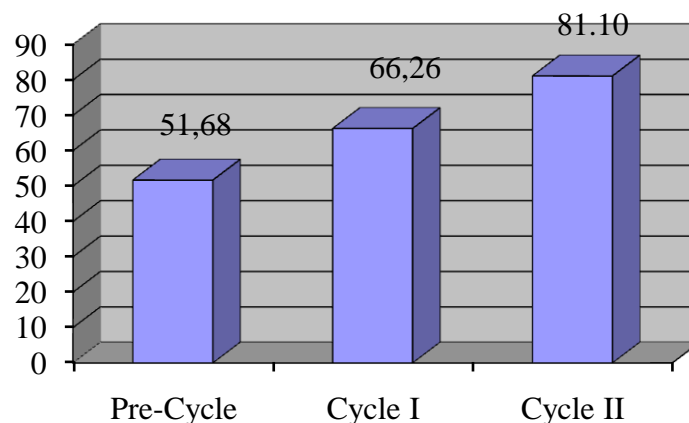
could be improved through simulation technique assisted with realia because their speaking skill was categorized as low.

The data which revealed the pre-existing and progressing achievement in speaking were collected from the result of pre-test in the pre-cycle and post-tests which were administered in the end of the first and the second cycle. Besides, the questionnaire was used to know the subjects' responses on technique that was implemented which was administered after the last cycle.

In addition, the additional data were also collected through administering

the questionnaire which consisted of ten items with four options of SS, S, N, TS and STS. Option SS meant strongly agreed with the scale of 5, option S meant agreed with the scale of 4, option N meant neutral with the scale of 3, option TS meant disagreed with the scale of 2 and option STS meant strongly disagreed with the scale of 1.

The comparison of the mean scores of the pre-test in pre-cycle and the post-tests in cycle I and II could be drawn on the following:



Graph 01. The Subjects' Speaking Achievement in Pre-Cycle, Cycle I and Cycle II

As what had been aforementioned, the present study made use of cyclical process of classroom action research. This present study consisted of pre-cycle, cycle I and cycle II. Cycle I and cycle II involved four steps of planning, action, observation and reflection. Moreover, the present study was

intended to improve speaking skill of the first semester students of ELESP FKIP Unmas Denpasar in academic year 2019/2020 through simulation technique assisted with realia.

In pre-cycle, the researcher did the preliminary observation. In preliminary observation, the researcher gave the pre-test in which

they were asked to make a monologue about describing one self. Then they performed it in front of the class. By looking at the result of pre-test that was followed by 32 subjects, it was found that their skill in speaking was low because they could comprehend the monologue well but their pronunciation and fluency were often disturbed and they frequently stopped when they were asked some extended questions. Therefore, the mean score in pre-test that was achieved by the subjects was 51.68.

In cycle I, after the researcher taught the subjects by using simulation technique assisted with realia, their speaking skill showed a progress. It could be seen from the mean score of post-test in cycle I that the researcher observed the increasing of the subjects' comprehension with the dialogue that they conveyed because they used the properties that helped them to simulate their dialogue. In this cycle I, the researcher did an activity called moving paper. In this brainstorming activity, there were some properties needed such as speaker, paper and colourful pens. Here, the researcher asked the students to make a new identity. They could be

anyone famous. After everyone was ready, the researcher played a song; while the song was being played, the students started to write down their identity (only their new names) in the piece of a paper using colourful pens and moved it clockwise to their friends. They kept writing their names in different papers until the song was stopped. Hence, each student would have a different paper with different names in it. After that, they were asked to go around the class to find and interview those people whose names were on their corresponding papers. They needed to find out their bios by interviews. They must do the interviews in English. During the interview sessions, the researcher went around the class and observed the students' interactions as well as their speaking skill. She gave them correction and help when needed. After they finished interviewing, the students were asked to perform a short dialogue about introducing their new friends in front of the class. Here, the simulation technique along with the use of realia was implemented. The students performed a spontaneous monologue about introducing their new friends in front of the class while

having those friends to be with them in front of the class. However, their pronunciation and fluency were still low because they did not practice seriously their dialogue before performing the simulation. Moreover, the mean scores of the post-test in cycle I was 66.26. Thus, the mean obtained by the subjects in cycle I was obviously higher than the mean score of pre-test.

The researcher then continued to cycle II. In cycle II, the researcher had modified the plan; she gave a pre-activity on pronunciation practices, grammar and fluency. The students were given words and phrases that might be likely to appear and be difficult to pronounce through a game. Following the activity, the researcher then implemented simulation technique assisted with realia. In this cycle II, the main activity focused on describing memorable objects in the form of gifts. The students were given freedom to use any item and act out the kind of situation they intended to play out. The students showed more interests in this cycle II since they were able to show off their specific items and performed a dialogue based on their own experiences when

receiving that item. Furthermore, the data that were found in the improvement of the subjects' speaking skill showed from the result of the post-test in cycle II. It also showed the increasing mean score of 81.10. Comparing to the mean score in cycle I which was 66.26, the mean that was obtained by the subjects in cycle II was much higher than cycle I. It could be seen from their increasing comprehension in simulating their dialogue because they used the realias that supported them in simulating their dialogue; besides, the researcher observed their pronunciation were clearer than before and they were able to convey the dialogue with less hesitation in front of the class. Moreover, the increasing of the subjects' speaking skill was also changed because of the exploration in cycle II that made the subjects of the study speak more than before. These findings were in line with the some studies (Razali and Ismail, 2017 and Vitasmoro, 2017) conducted and found that simulation technique followed by role plays could improve the students' speaking skills and lead to positive changes in the class. This has caused real-life situations

exposures which then create realistic communication practices as the students tried to train their skill in speaking fluently. At the same time, realia used also assisted the students' speaking skill improvement as supported by the research carried out by Mulyani (2015) and Artanti (2016) that revealed that realia could help to improve students' speaking skill in classroom settings.

In addition, to know the responses of the subjects about the technique that had been implemented in this research, the researcher collected the data by using questionnaire. Moreover, in this research, it was found that there were 57.62% of the subjects of the study strongly agreed, 41.83% agreed, 0.55% disagreed and none of them strongly disagreed on the implementation of simulation technique. Therefore, this finding proved that the subjects' responded positively. It was in line with the result of the observation during teaching learning processes that the subjects were more active and the atmosphere of teaching learning process changed to be interesting; besides, they seemed happy and highly motivated in

following the teaching learning process. Furthermore, they were also becoming more creative because they made the properties that they used in simulating the situation. As a result, these changing learning behaviour affected the subjects' improvement in their speaking skill because it was impossible if the subjects did not like the implementation of this technique but they could obtain good scores in speaking.

Furthermore, these results were due to simulation activities assisted with realia which are especially elaborative in a way that they could bring objects to the class and produce a realistic situation (Kayi, 2006). The realia used here were their friends who had supported the comprehension of the students' knowledge as they acted out a monologue to introduce others in cycle I; and their own items which maintained their comprehensive description in cycle II. The use of realia here made the learning more memorable for the learners (British Council, 2018). Realia in instructional designs provides a link that connects vocabulary to real life (Hadi, 2018). This had created an entertaining atmosphere and motivated the students

to speak as simulation activities and realia combined introduces authentic nature to the EFL lessons and brings meaningful learning that no pictures or illustration can.

## CONCLUSION

Based on the explanation above, it could be concluded that the speaking skill of the first semester students of ELESP FKIP Unmas Denpasar could be significantly improved through simulation technique assisted with realia; moreover, this technique could make the subjects active in the teaching learning process of speaking. In EFL instructions the innovation, creativity and willingness to try something new are required to maintain the roles of the teachers as they are very complex and situational according to the students' needs. Simulation technique assisted with realia is one variation of teaching techniques that can be used to teach speaking skill.

## REFERENCES

Artanti, P. A. (2016). The Use of Realia to Improve Students' Speaking Ability in Procedure Text (A Classroom Action Research at the Eighth Grade Students of SMP N 7 Surakarta in 2015/2016 Academic

Years). Slamet Riyadi University, Surakarta.

Bably, T. and Nusrat, D. (2017). Using Realia as an Effective Pedagogical Tool. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. Vol. 22., No. 11. Page 01-07.

British Council. (2018). *What is Realia?*. Retrieved on December 25<sup>th</sup> 2019 from <https://www.teachingenglish.org.uk/article/realia-0>.

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.

Elisa, H., Sada, C., Yuliana Y. G. S. (2019). Teaching Speaking through Simulation Technique to Improve the Students' Speaking Ability. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*. Vol 8., No 3. Page 1 – 11.

Hadi, A. A. A. (2018). Effectiveness of Using Realia in Teaching English Vocabulary for ESL Learners. *International Journal of Engineering Science Invention (IJESI)*. Vol. 7., No. 10. Page. 65-72. Hardianty, N, Nadrun, Mukrim. (2013). Improving Speaking Skill through the Use of Simulation Technique. *E-Journal of English Language Teaching Society (ELTS)*. Vol., 1 No. 2. Page 1-10.

Harmer, J. (2008). *Practice of English Language Teaching*. Cambridge: Pearson Longman.

Kayi, H. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Retrieved on December 20, 2010 from The Internet TESL Journal:



- <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>.
- Mulyani, E. (2015). The Use of Realia to Improve Students' Speaking Skill (An Experimental Study of the Second Grade Students of SMP N 3 Salatiga in the Academic Year of 2014/2015). Unpublished Thesis. State Institute for Islamic Studies (IAIN) Salatiga, Salatiga.
- Prabowo, C. A. and Yulia, Y. (2018). Teaching Speaking Using Simulation To The Eighth Grade Students of Junior High School. *Journal of English Language and Language Teaching (JELLT)*. Vol.2, No.1. Page 33-38.
- Razali, N., N., F., M. and Ismail, R. (2017). The Use of Simulation and Role-Play in Enhancing Speaking Skills in Learning English Language. *Journal of Education and Social Sciences*. Vol. 6., No. 2. Page 72-77.
- Ruqoyah, S. (2017). *The Effectiveness of Using Simulation to Motivate Students' Speaking Skills*. Unpublished Thesis. Universitas Negeri Semarang, Semarang.
- Soames, C. (2010). *Using Realia in the Classroom*. Retrieved on July 15th, 2016 from <http://ezinearticles.com/?Using-Realia-in-the-Classroom&id=3937314>.
- Vitasmoro. P. (2017). Improving Students' Speaking Competence through Simulation Technique (A Classroom Action Research in the Third Semester Students of Management Department of Economics Faculty, Kadiri University). *ournal of English Teaching and Research*. Vol. 2, No. 1. Page 53-61.