THE EFFECT OF SIMULATION STRATEGY ON SPEAKING COMPETENCE OF THE STUDENTS AT THE BUSINESS ADMINISTRATION DEPARTMENT OF SRIWIJAYA STATE POLYTECHNIC

Darmaliana and Nian Masna Evawati

English Department State Polytechnic of Sriwijaya

annapolsri@yahoo.com

nianmasnaevawati@yahoo.co.id

Abstract: The objectives of this study was to find out whether or not there is any significant effect in speaking competence of the students who are taught by using simulation strategy. This research conducted by using quasi-experimental design. The population consisted of 188 students of the second semester students of Business Administration at State Polytechnic of Sriwijaya in academic year 2011/2012. Fourty of them were selected by using purposive random sampling based on some criteria. To collected data were used pretest and post test. The findings show that the students' speaking competence increased significantly by 9.765. In other words, simulation strategy was effective to improve students' speaking competence.

Key words: *simulation strategy, speaking competence, effective*

INTRODUCTION

State Polytechnic of Sriwijaya (POLSRI) is an institution that carries out the duties and functions of polytechnic in vocational education to get specific knowledge. The regulation of national education system (SISDIKNAS) No. 20/2003 (Depdiknas, 2003, p.27) states that the goal of vocational education is preparing the students to work in a certain field. So, the graduates should be prepared with other job seekers in industries and business world. They should not only have special skills but also have the ability to communicate in foreign language, especially in English as an international language. Furthermore, in English syllabus at Business Administration program, the students should be provided with material related to the official routines. They are required to conduct English communication both orally and in writing, especially in field of business administration that related to official routine's material. Leger, Charland, Felstein, Robert, Babib, and Lyle (2011, p.5) discuss the stress of teaching for business graduates are in both professional and academic literature. Furthermore, Jones and Alexander (2000) mention the business students should communicate and do business in English. It emphasizes on performing tasks and carrying out activities, not just discussing what students would do.

Based on the data derived from the result of speaking test of the second semester students of Business Administration in the academic year 2011/2012 showed their English competence were still in basic level for communication. It can be known from their ability in communication. They were too shy and afraid of taking part in conversation. They had difficulties to make simple communication. When their teacher gives questions, they think hard of what they are going to say. Sometimes, they cannot answer the questions and just keep silent. Furthermore, their average TOIEC score test done in January 2012 were 28.8% in novice level, 59.2% in elementary level, 11% in intermediate level, and 1% in basic working proficiency.

Based on the phenomenon above, the writer tried to apply a strategy to overcome the students' speaking competence. Hybel & Weaver, 2001 state that speaking is any process in which people share information, idea and feeling. It involves of body language, mannerism and style. Teaching speaking skill is focused on making student active and creative. Therefore, the great part of time in the process of learning speaking should be dominated by students.

Furthermore, Kayi (2006) mentions 13 activities to promote speaking. One of them is simulation. Simulations are very similar to role-plays but what makes simulations different than role

plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Bozik cited in Lan (2010) mentions that the simulation is an effective way in both of teaching speaking skill and communicative skill. This strategy provides a way of creating a rich communicative environment where students actively become a part of some real word systems and function according to their role as a members of group. Crookall and Oxford (1990) define simulation provides many advantages, such as reduction of anxiety, increase in positive feeling, and improved self-confidence, because in simulation activities, the students will have a different role and do not have to speak themselves, which means they do not have to take the same responsibility. Similarly, Jones (1982) states that, simulation is as reality function in simulated and structured environment. This definition show three essential elements in simulation: reality of function, simulated environment, and structure. Lya (2006, P:13) states the reality of function is the key concept in simulation. He mentions three catagories of students' role in simulation: taking the functional role; stepping into the event; and shaping the event, carrying out their duties and responsibilities. Acceptance of the reality function means that a participant who has function of customer service must give service suitable as the procedure oprational standard (SOP) as customer service. For example if there is a customer' complain, he/she should give his/her service by first, greeting and saying his/her name; second, shaking hand to the customer; third, asking about the customer' complain, note it and giving a solution to the customer. In doing these activities, the writer used the available simulation laboratories facilities existing in Business Administration Department.

The problems of this study were formulated in the folowing questions: was there any significant effect in speaking competence of the students who were taught by using simulation strategy? In relation to the study, the reseacher formulated two research hypotheses. They are as follows:

Ha: There was a significant effect in speaking competence of the students who were taught by using simulation strategy and those who were not

Ho: There was no significant effect in speaking competence of the students who were taught by using simulation strategy and those who were not

METHOD OF THE RESEARCH

In this reseach, the writer used one of quasi-experimental designs: non- equivalent control group design.

Group	Pretest	Treatment	Posttest
E	O1	X	O2
C	O3	-	O4

In that design, the experimental group was given pre-test (O1), treatment (X), and post-test (O2), while control group was given pre-test (O3) and post-test (O4) without treatment (-). The sample was taken through purposive random sampling, from 188 students of the second semester of Business Administration. The writer determined the sample based on some criteria: (1) the average age of the students were 18-19 years old, (2) these classes were taught by the same teacher, (3) the students' TOIEC average score were in novice and elementary level (10 – 400), (4) the students' final semester score were below 66.

The experiment was conducted in 12 meetings during three weeks on June 2013 at State Polytechnic of Sriwijaya. Each meeting took study periode (2 X 50 minutes) including general business environment and official routine topic area.

Technique for Collecting Data

In conducting this research, the writer used test. Pan and Pan (2011) mention the best known language testing in simulation is role-playing. This test were done to find out the differences of the students progress in their speaking competence before and after treatment by using basic level

simulation. Lyu (2006, p:30) mentions three levels of simulation can be implemented for student: basic level, intermediate level, and advanced level. Simple simulation can be implemented for basic learners such situation in real life such as greeting, asking direction, ordering food at fast food restaurant, telephoning, etc. In intermediate level, teachers can use or create more complicated real-life subject such as job interviews; and in advance level, learners are expected to be able to communicate successfully in most real-life situation in more complicated situation such as doing a business meetings or professional jobs like manager, director, etc.   This study test applied the basic level of simulation because most of the students' were still low in communication.

According to Harris (1969) there are five components that are generally recognized in analyses of the speech process: pronunciation, grammar, vocabulary, fluency, and comprehension. Similarly, Brown (2004) states six aspects of scoring in speaking test, they are grammar, vocabulary, comprehension, fluency, pronunciation, and task. Furthermore, I'n know the result of students' speaking score, the writer used analytic method based on Brown (2004:172-173); (1) the highest score is 5, (2) the lowest score is 1, (3) the maximal score is 5 X 5 = 25, (4) students score .... X 4 = ...

Technique for Analyzing the Data

In analyzing the data, some steps are followed. First of all, after the normality of data were found normaly by using Kolmogrov-Smirnov test then the data of the students' pre-test and post-test analyzed to find out: (1) the significant mean difference between pre and post tests within each group using paired sample t-test, then (2) the gain scores obtained by the students in each group were compared using indepedent (-test analysis to prove that there was a significant difference in speaking competence between the experimental group and the control group.

FINDINGS AND INTERPRETATION

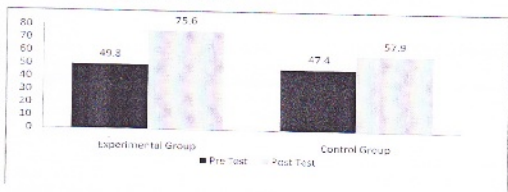### The Result of the Descriptive Analysis

Figure 1
Graph for the mean score of students' speaking competence
Based on the figure shown, the mean score of pre-test of speaking competence in the experimental group was 49.8 and mean score of post test was 75.6. While the mean score of pre-test of speaking competence in the control group was 47.4, and the mean score of post test was 57.9. This result show that the mean score of post test of speaking competence in the experimental group was higher than the mean score of post test in the control group. It means that using simulation strategy has an effect of the students progress in their speaking competence.

The Result of the Inferensial Analyses

The writer used t-test both paired sample t-test and independent sample t-test. in which paired sample t-test was used to find out whether or not there was significant effect of the students' speaking competence before and after treatment by using simulation strategy in the experimental group, and that was in control group without treatment. Meanwhile to find out whether or not there was a

significant difference of pre-test and post-test between experimental and control group, the writer used independent sample t-test. Before analyzing the data, normality and homogeneity of the data should be measured. As suggested by Santoso (2000:93), the data can be categorized as normal if the value is 0.05 or higher than 0.05. In determining normality of the data of speaking competence and motivation test score, one sample Kolmogorov-Smirnov test of the SPSS version 17.00 was used since the data of each group less than 50. The test showed significance 2-tailed was higher than *Alpha* (α) 0.05. It can be concluded that the all data obtained were considered normal.

Normality Test of Speaking Competence in Experimental and Control Group

In determining normality of the data of speaking competence test score, one sample Kolmogorov-Smirnov test of the SPSS version 17.00 was used since the data of each group less than 50. The test of normality of pre-test and post-test score of speaking competence in experimental group and control can be seen on table 1.

Table 1
Test of Normality of Speaking Competence in Experimental Group and Control Group

Variable	Group	Test	N	Asymp. Sig. (2-tailed)	Alpha (α) 0,05	Result
Speaking Competence	Experimental	Pre test	20	0.678	> 0.05	Considered Normal
	Experimental	Post test	20	0.728	> 0.05	Considered Normal
	Control	Pre test	20	0.800	> 0.05	Considered Normal
	Control	Post test	20	0.947	> 0.05	Considered Normal

The Kolmogorov-Smirnov test of the pre-test and post test of speaking competence and students' motivation in experimental group and control group showed that significance 2-tailed was higher than *Alpha* (α) 0.05. It can be concluded that the all data obtained were considered normal.

2.2 Test Homogeneity of Varians Data

The homogeneity test is used in regression analysis. The homogeneity test was used to find out whether or not of the homogeneity data of population. The homogeneity test in this research was done using varians test (F-test). The statistical analysis used F-test with criteria: Ho was accepted if $F_{obtained} < F_{1/2(\alpha)(n_1-1)(n_2-1)}$ and rejected if F had the other values (Sudjana, 1996:249). It means that the varians are homogenous if the value of $F_{obtained}$ lower than F_{table}. The result test homogeneity of varians data can be seen on table 2.

Table 2
Test Homogeneity of Varians

Variable	Group	N	F-obtained	F-1/2(α)(n1-1)(n2-1)	Result
Speaking Competence	Experimental	20	0.590	2.948	Varians Homogen
	Control	20	2.092	3.313	Varians Homogen

Based on table 2, the $F_{obtained}$ in speaking competence was 0.590 and F_{table} was 2.948. While $F_{obtained}$ students' motivation was 1.111 and F_{table} was 3.313. It means the varians data of the both variables were homogen.

Paired sample t-test

Table 3

Pair-sample T-test of speaking Competence by using Simulation Strategy

Group	Mean Pre-test	Mean Post-test	Mean Post test - Pre test	std	t	df	Sig (2 tailed)
Experimental	49.80	75.60	25.80	5.2676	21.904	19	.000
Control	47.40	57.90	10.50	5.1453	9.126	19	.000

The third column of the mean difference of post-test and pre-test of experimental group showed that mean difference 25.80 with standard deviations 5.267. t_{obtain} was 21.904, degree of freedom (df) 19 and t_{able} for two tailed was 2.093, and level of probability significant (Sig. 2-tailed) 0.000. $t_{obtained}$ 21.904 was higher than t_{able} (df 19) 2.093. It means that the used of simulation strategy has an effect of speaking competence of the students.

Independent sample t-test

Table 4

The Post-test of Students' Speaking Competence

	t	df	Sig.(2-tailed)	Mean difference
Post test Speaking Achievement	9.765	38	.000	17.700

Based on the table above, students' speaking competence showed the value of $t_{obtained}$ was 9.765 and t_{able} (df:38) was 2.024 in two tailed with the level of probability (Sig. 2-tailed) 0.000 that was lower than 0.05. It means $t_{obtained}$ was higher than t_{able}. It can be concluded the research hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there is a significant effect in speaking competence of the students using simulation strategy.

CONCLUSION

Based on the findings and the results of the analyses, several conclusions can be drawn. First, teaching English as a foreign language of Business Administration students by using simulation strategy had significant effect on students' speaking competence in experimental group. It could be seen from their progress on speaking competence that was 9.765. Second, simulation strategy made the students actively in their class because they were given chances to take a role in every class discussion and simulation. Third, simulation strategy gave more contribution on speaking competence in experimental group. It can be seen from the difference of pretest and posttest in control group (t$_{obtain}$ 9.126) and pretest and posttest in experimental group (t^{obtain} 21.904). Fourth, simulation strategy gave significant effect toward the students speaking competence (9.765)

REFFERENCES

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson Education, Inc.

Crookall, D. & Oxford, R. (1990). *Simulation, gaming, and language learning*. NewYork: Newbury House Publishers.

Departement Pendidikan Nasional. (2003). *Undang-undang republik Indonesia nomor 20 Tahun 2003: Tentang sistem pendidikan nasional*. Jakarta: Departement Pendidikan Nasional.

Harris, D.P. (1969). *Testing English as second language*. NY.McGraw-Hill.

Hybel, S.R.. & Weaver, R. L. (2001). Communicating effectively. New York: McGraw-Hill.

Jones, K. (1982). *Simulations in language teaching*. New York: Cambridge University Press.

Jones, L., & Alexander, R. (2000). *New International Business English*. Cambridge University Press.

Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal 12* (11). Retrieved from http://itelj.org/Techniques/kayi-TeachingSpeaking.html

Lua, K.K. (2010). The use of simulation to develop speaking skills for third year fast track students at faculty of English. A graduation paper, The Degree of Bachelor and Arts. Vietnam National University, Hanoi. Retrived from http://www.scrib.com/doc/32026163/Ulis. Khuc Kim La.

Leger, P.M.,Charland, P., Feldstein, H.D..& Robert, J. (2011). Business simulation training in information technology education: Guidelines for new approaches in IT training. In Scime, A. (Ed) *Journal of Information Technology Education, 10*(2), 1-15. Retrived from http://www.jite.org/documents/vol10/JITEv10p039-039Leger9;4.pdf

Lyu, Y. (2006). Simulations and second / foreign language learning. Improving communication skills through simulations. A Graduate Thesis, The Master of Art in English. The University of Toledo. Retrieved from http://etd.Ohio.linl.edu/send.pdf.cgi/Lyu Yeonhwan.pdf?teledo1147363791

Pan, Y.C., & Pan, Y.C. (2011). Conducting speaking test for learners of English as a foreign language. *The International Journal of Education and Psychological Assessment.6* (2), 83-100. Retrieved from http://tjepa.books.office.ive.com/documents/A6V6_IJEPA.pdf

Santoso, S (2000). *SPSS: Mengolah data statisik secara profesional versi 7.5*. Jakarta: PT Elex Media Komputindo.