

THE EFFECT OF SIMULATION TECHNIQUE ON ENHANCING VOCATIONAL HIGH SCHOOL STUDENTS' SPEAKING SKILL

Risky Apriliana Yanti

Universitas Negeri Surabaya

risky.17020084059@mhs.unesa.ac.id

Abstrak

Tujuan penelitian ini untuk mengetahui efek dari penggunaan Teknik Simulasi terhadap peningkatan kemampuan berbicara siswa Sekolah Menengah Kejuruan. Penelitian ini dilakukan di salah satu Sekolah Menengah Kejuruan (SMK) yang ada di Kota Surabaya, dengan melibatkan 60 orang siswa dari Jurusan Administrasi Perkantoran. Penelitian ini menggunakan desain *Quasi Experimental*. Terdapat dua kelas yang diteliti, yakni Kelompok Eksperimen dan Kelompok Kontrol yang mana masing-masing kelompok terdiri atas 30 orang siswa. Kelompok Eksperimen diajarkan menggunakan Teknik Simulasi, sedangkan Kelompok Kontrol tanpa Teknik Simulasi. Hasil dari data penelitian selanjutnya dianalisa menggunakan *T-Test* dan disajikan dalam bentuk data kuantitatif. Berdasarkan hasil dari penelitian, Teknik Simulasi dinyatakan efektif untuk meningkatkan kemampuan berbicara siswa SMK. Besar efek dalam penggunaan Teknik Simulasi dihitung menggunakan *Cohen's d* dan terhitung tinggi. Dengan ini dapat disimpulkan bahwa siswa yang diajarkan menggunakan Teknik Simulasi mendapatkan skor lebih baik dibandingkan dengan siswa yang diajarkan tanpa menggunakan Teknik Simulasi.

Kata Kunci: Berbicara, Teknik Simulasi, Sekolah Menengah Kejuruan (SMK)

Abstract

This research aims to discover the effect of Simulation Technique on enhancing Vocational High School students' speaking skill. This study was conducted at one of Vocational High School in Surabaya. It involved 60 students majoring in Office Administration program. The research design used by the researcher was Quasi Experimental. There were two classes that had been investigated, Experimental and Control Group. Each group consisted of 30 students in total. Experimental Group was taught using Simulation Technique, while Control Group was taught using the conventional method. The researcher analyzed the data using T-Test and presented it in the form of Quantitative data (number). According to the result of this study, Simulation Technique is effective to help enhance Vocational High School students' speaking skill. The effect size of Simulation Technique was calculated using Cohen's *d* and it was classified as large effect. In conclusion, the students who were taught using Simulation Technique achieve the better score rather than those who were not.

Key words: Speaking, Simulation Technique, Vocational High School

INTRODUCTION

English has been developing as one of the most essential language in the world. In this present day, English classifies as an International language which mostly used by the people in the worldwide. The ability to speak in English provides wider opportunities to actively participate not only in the educational, economic, political, and social field, but also in the working filed as well. According to Jackson (2014), oral communication competence is dominating the certainty of educational standards and it is becoming one of

the most desired employability skills for graduates. Therefore, people should have the ability to speak in English by learn it properly.

Based on Thornbury (2005), speaking is classified as an interactive skill that is taught through the process of associating speaking with the other language features. In line with the previous statement, Nunan (1995) proposed that speaking is one of the essential part of language learning, either as the first language or the second language.

Moreover, speaking is also defined as a verbal and non-verbal communication which include the process of building and sharing meaning (Chaney, 1998).

Generally, there are several factors that encourage the students' speaking proficiency: students' interest, students' motivation, the teaching techniques, the teaching materials, and the teaching medias (Richard, 2008). Building up students' speaking competency is a bit difficult thing to do. In order to build the students' communicative competence, the supportive environment is also playing an important role (Boonkit, 2010).

Even though English declared as an international language, but there are still some crucial problems exist. Some EFL learners seem reluctant in acquiring English as foreign language and debilitating their willingness in mastering English even after learning it for years (MacIntyre, 2007). It is caused by the habit of speaking English that is not optimally used. The students are barely used Indonesian and speak Javanese in their daily activities.

Despite the lack of speaking frequencies used by the students, the way they learn English plays the same important role in taking the problems. Sometimes the teacher do not provide an effective teaching-learning process. The teachers tend to use their first language to teach English in the classroom (Gistituati, Refnaldi, & Syaifullah, 2019). They do not teach the students and relate the case through their real life.

To address this problem, it can be fixed by providing learners with the effective teaching technique. According to Harmer (2001), many researchers provide various activities that the teachers may use to teach speaking in the classroom, one of them is simulation. Simulation Technique seems to be a suitable technique to be applied. According to Lin (1993), simulation is a technique use to relate the gap between the theoretical and the real-world activities. In short, simulation is known as a reality of function in a real-world situations. Simulation itself is technique that was integrated in the classroom since 1950's and early 1960's, and had been used as a teaching technique after decade (Shaw, 2010).

The implementation of this technique within the learners' process might become the solutions to increase the students' speaking skill. In correlation to the benefits, Simulation Technique will also effectively motivate learners, allows the meaningful practices, illustrate the feeling of a realism in the classroom, becomes an assessment technique, and encourages creativity (Lin, 1993). Simulation Technique is also useful to help carry out the students' task, solve the students' problem, practice

language skills, decide the decisions, and monitor the progress (David, 1996). In short Simulation promotes process analysis to assess their impacts on a company's performance and decision-making process (Mehdouani, Missaoui, & Ghannouchi, 2019).

Applying the Simulation Technique offers learners a chance to practice their speaking skills which relate to their real life. Simulation Technique tends to have a positive effect in improving students' speaking performance since Simulation Technique had been used on several previous studies. The first study is the research done by Lutfi, Sutopo, & Rukmini (2018) has proven that Simulation Technique is effective to help increase low and high motivational student's speaking skill. The next research is done by Chergui (2016), which stated that Simulation Technique had successfully developed not only speaking skill, but also the student's listening proficiency with greater effective impact. And the last study explained that Simulation Technique is effective in enhancing the students speaking skills and bridging up the positive changes through the class as well (Noraisah Nurul Fatwa Mohd Razali, 2017).

In this study, the students were exposed to communicate and practice thing in similar way to the real-life situations. It because the researcher related the material with the students' future life. They practiced new vocabulary which can help enhance their fluency. Despite, they learnt how to pronounce or express words correctly. Therefore, the students were able to communicate properly with less grammatical errors.

However, previous studies explored the subject on Senior High School only. They did not explore the effect of Simulation Technique to Vocational High School's students. To fill the gap, the researcher assumed that this study need to be conducted in Vocational High School as well. Vocational High School is the school which offers several majors to the students that can help to prepare for their future life, work, business, or even the next level of their education (Torunoğlu & Gençtanırım, 2015). Vocational High School students' English proficiency has been underestimated, and the teacher can hardly reach the expected goals of teaching English (Zhang, 2013). Simulation comes to remedy this dilemma as it models real-life situations (Jones, 1982). Therefore, this school was chosen because the researcher want to find out the best method to teach English here. Another reason, it has close-subject to the real life or real work filed. Moreover, Vocational High School students also presupposed to have

a high challenge of learning, because they are focusing not only on the theoretical, but also in the practical.

This research focuses on the effect of Simulation Technique on enhancing Vocational High School students' speaking skill. The finding of this study is aimed to give a meaningful contribution to the students and the teacher when they are implementing and developing simulation as teaching technique. This technique is expected to help the students achieve better outcomes in their learning. If it is so, this study will help the teacher also in discovering the suitable technique used to teach speaking.

According to the background of the study, the researcher formulate the research question as follow:

Is there any differences in the student's speaking scores between the students who are taught using Simulation Technique and the students who are not?

This study is proposed to test two hypotheses:

a. Null Hypothesis

There is no difference of student's speaking scores between the students who are taught using Simulation Technique and the students who are not (H_0).

b. Alternative Hypothesis

There is a difference of student's speaking scores between the students who are taught using Simulation Technique and the students who are not (H_1).

METHOD

Regarding the aim of this study, the researcher used an Experimental Research. This study involved two variables or attributes, which were students' speaking scores as the dependent variable and Simulation Technique as the independent variable.

The research subject of this study was the twelve grader students of Office Administration class from one of Vocational High School in Surabaya. The number of the students were 60 students. They were divided into two equal groups, Experimental and Control Group. Therefore, each group consisted of 30 students. The students were taken from purposive sampling, since this research proposed only the Vocational High School Students to be selected as the participants. The data was carried out from February to March 2020 virtually.

Before collecting the data, the researcher prepared the research instruments. In order to investigate and explore further about the effect of Simulation Technique on enhancing Vocational High School students' speaking skill, the researcher used Situation Card and Speaking Assessment Rubric. The Situation Card used in this study was a card consisting an office situation, regarding to

asking and offering help activities. The Situation Card was contain the instruction that guide the students to perform an oral dialogue related to the case given.

Despite the Situation Card, the researcher also prepared the Speaking Assessment rubric. It was used to help measure the students' speaking skill when they perform a dialogue. Generally, there are several speaking aspects that need to be measured (Brown, 2004). In correlation to that statement, the researcher choose the Speaking Assessment rubric adopted from Testing English as a Second Language by David P Harris McGraw-Hill Book. This rubric was chosen because it consisted of four items in total that conceptually refers to the main aspects of speaking; pronunciation, vocabulary, grammar, and fluency. Moreover, the score of each aspect on the rubric was ranged from 1 (poor) to 5 (excellent). 'Poor' means that the students had low proficiency in performing the oral dialogue, while 'excellent' means that the students were able to perform oral dialogue perfectly.

Before collecting the data, the researcher measure the consistency of the research instrument by analyzing the validity and reliability. The validity is aimed to measure the test's quality (Mackey & Gass, 2005). The validity of the research instrument was gained from expert judgment. The researcher asked the expert to help judge the validity of the instrument. The expert was one of English Education lecturer. The expert followed the rules of content validity, which was comparing the test items and the objective of the curriculum (Sugiyono, 2014). After that, the researcher conducted a reliability test using Cronbach's Alpha Formula.

The reliability test in this study was conducted through try out or piloting study. The reliability score was analyzed from the students' speaking score of four aspects; pronunciation, grammar, vocabulary, and fluency. The reliability of situation card for students' speaking performance was calculated using IBM SPSS 21, and the Cronbach's Alpha level was .808. According to Cohen (2007), the instrument is classified as reliable if the Cronbach's Alpha level is .70 or more. In line with Cohen (2007), the instrument's level was more than .70 (Cronbach's Alpha > .70). Thus, this questionnaire is reliable. So, the researcher can continue to collect the data.

In order to collect the data, the researcher followed several phases. According to HASANAH (2012) there are several phases that should be implemented by the teacher, such as overview, training, and activity. As the first phase, the researcher gave speaking Pre-Test to the students using Situation Card which had been distributed through Google

Classroom. Then, the students did their speaking test in pair, through Google Meet online learning application. After performing the dialogue, the teacher measure their performance using the scoring rubric, a device used to assess students' competence in learning a foreign language course (Oller, 1979).

Secondly, the participants that had already assigned into Experimental and Control Group would be given a treatment. The treatment was a teaching technique, called Simulation Technique. This technique asked the students to learn as they face real life or real work-field situations. The treatment was conducted by the researcher virtually for three times meeting. The treatment was for Experimental Group only. On the other hand, the Control Group was taught using the conventional method. In the last phase, the researcher compared the students' speaking performance through the students' speaking Post-Test. Speaking Post-Test took the same steps as the Pre-Test one. Indeed, the score of students' Pre-Test and Post-Test would be used to measure the significant differences between the test conducted at the beginning and the end of the lesson for both groups.

The data of this study was analyzed using Quasi-Experimental in the form of Pre-Test Post-Test Only Design. The researcher collect the data in the form of a number, and analyze it using T-Test. This research design used to find the scores of the students, interpret the scores into the words, and tell the readers about the statistical analysis. The scores were collected from the comparison between the Experimental and Control Group.

Before calculating the data, the researcher need to conduct the normality and homogeneity test. The normality test is purposed to determine the distribution of the data, whether it is normally distributed or not. While the homogeneity test was used to measure whether the data is academically compatible or not. The normality test was calculated using Shapiro-Wilk, since the sample used in this study is less than 70 ($N < 70$).

After analyzing the normality and the homogeneity, the researcher started to analyze the effect of Simulation Technique and the significant different between Experimental and Control Group. The data was calculated by T-Test formula. In terms of the effect, the data was analyzed using Paired Sample T-Test. On the other hand, the significant different was calculated using Independent Sample T-Test.

The criteria that was used to interpret the effect of Simulation Technique were:

- If the Significant value (Sig.) is less than .05 (Sig. < .05), means that there is an effect between independent variable which was Simulation Technique to the dependent variable which was students' speaking performance
- If the Significant value (Sig.) is more than .05 (Sig. > .05), means that there is no effect between independent variable which was Simulation Technique to the dependent variable which was students' speaking performance

On the other hand, the significant different for both Experimental and Control Group was analyzed by these criteria:

- If $t\text{-test} < t\text{-table}$ in significant .05, H_1 is accepted and H_0 is rejected.
- If $t\text{-test} > t\text{-table}$ in significant .05, H_0 is accepted and H_1 is rejected.

In order to gain the conclusion, the researcher analyzed the effect size for both Experimental and Control Group using Cohen d's. The interpretation can be seen on the table below:

Effect Size's score	Interpretations
$d = 0.2$	small effect
$d = 0.5$	moderate effect
$d = 0.8$	large effect

Table 1. Effect Size's Interpretations

The score of the effect size for both group was used to determine the effect of Simulation Technique toward students' speaking scores.

RESULTS AND DISCUSSION

Results

The data of this study was obtained in the form of quantitative data. The researcher have done in collecting and analyzing the data. So, this chapter showed the result of the test that has given to the students as a sample. The result was used to get the empirical evidence about the effect of Simulation Technique on enhancing Vocational High School students' speaking skills. Therefore, the following descriptions presents the research finding that was obtained from the Experimental and Control Groups' Pre-Test and Post-Test score. The researcher done some activities to get the data of the students.

Before calculating the effect of Simulation Technique on enhancing Vocational High School students' speaking

skill, the researcher measured the normality and the homogeneity of the test distribution. The data distribution was calculated using Shapiro-Wilk The data could be either normal or non-normal. The result showed that the data were normal with the significant value (Sig.) .192 for Pre-Test Experimental, .260 for Post-Test Experimental, .103 for Pre-Test Control, and .064 for Post-Test Control. The result presented that the Sig. value is more than .05 (Sig. > .05). According to Pallant (2010), the data is stated as normally distributed if the Significant value (Sig.) is more than .05 (Sig. > .05). Therefore, the result of the normality test that has been conducted was normally distributed. Thereafter, the researcher analyzed the homogeneity of variance for both Experimental and Control Group.

Moreover, to analyze the compatibility of the data, the researcher used homogeneity of variance test. This test was used in the parametric statistical only. The data that has been analyzed show that the significant value (Sig.) based on mean score was .077. According to Pallant (2010), the data is homogeny if the Sig. is more than .05 (Sig. > .05). Therefore, the data was homogeny. In conclusion, the data in this study was normal and homogeneous. Thus, the researcher continued to determine the effect of Simulation Technique on students' speaking skill using Paired Sample T-Test.

Before determining the result of Paired Sample T-Test, the researcher presented the descriptive statistic of the students' score. It was included their Pre-Test and Post-Test scores for both Experimental and Control Group. The descriptive statistics of the whole score can be seen as follows:

Table 2. Descriptive Statistics

	N	Min	Max	Mean	Std. Dev.
Pre-Test Exp.	30	1.50	3.00	2.2333	.38245
Post-Test Exp.	30	2.25	4.00	3.1833	.44009
Pre-Test Control	30	1.50	2.75	2.1000	.32563
Post-Test Control	30	2.25	3.50	2.8583	.29128
Valid N (listwise)	30				

The data showed that from 30 students in Experimental Group, the mean of Pre-Test score was 2.23 and 3.10 for the Post-Test. Meanwhile, the Control Group presented that the mean of the Pre-Test score was 2.10 and 2.85 for the Post-Test. According to the statistic descriptive that has been explained before, it simply decided that the Pre-Test Experimental and Control Group were not have significant

difference. In short, the students had the same performance and equal ability in performing English orally.

Furthermore, in order to compute the data using t-test, the gained score were calculated in order to decide the effect and significance difference. Firstly, the effect analysis was calculated using Paired Sample T-Test. For detail of the result presented in the next statement.

The result of Paired Sample T-Test that had been calculated before was reported the t value and effect level as follows:

“The Pre-Test and Post-Test scores of the students who were taught using Simulation Technique” (M=-.950, SD=.231, SEM=.042), t(30)=-22.507, p=.000 than “The Pre-Test and Post-Test scores of the students who were taught without Simulation Technique” (M=-.758, SD=.297, SEM=.054, t(30)=-13.979, p=.000

The result that had been calculated was the data from the Pre-Test and Post-Test score for both groups. In correlation to the result analysis using IBM SPSS 21, the df (Degree of Freedom) is calculated from total number of students minus 1, therefore the df is 29 since total all students for each group was 30. Moreover, the Sig. (2-tailed) score or (p) value is .000. Based on the rubric, it has explained that there is an effect between Simulation Technique to the students' speaking performance if $p < \alpha$. Meanwhile, according to the score on the table 3, $p < \alpha$ which was .000 < .05. Therefore, the Simulation Technique is having an effect in enhancing students' speaking skill.

When there was an effect, the effect size need to be analyzed. The effect size is important to help interpret the range of the effect, whether the effect is strong or weak. The effect size in this study was calculated using the Cohen's d formulas.

The Effect Size Experimental Group

$$d = \frac{(\text{mean for post experimental} - \text{mean for post control})}{\text{pooled standard deviation}}$$

$$d = \frac{(3.18 - 2.85)}{(0.36)}$$

$$d = \frac{(0.33)}{(0.36)}$$

$$d = 0.91$$

$$\text{Pooled standard deviation} = \frac{(0.44+0.29)}{2} = 0.36$$

The Effect Size Control Group:

$$d = \frac{(\text{mean for pre experimental} - \text{mean for pre control})}{\text{pooled standard deviation}}$$

$$d = \frac{(2.23 - 2.10)}{(0.35)}$$

$$d = \frac{(0.13)}{(0.35)}$$

$$d = 0.37$$

$$\text{Pooled standard deviation} = \frac{(0.38+0.32)}{2} = 0.35$$

In line with the result above, the calculation of the effect size of Simulation Technique in Experimental Group presented the $d = 0.91$. Based on the guideline by Cohen's d , it means that 0.91 is larger than 0.8. So, it can be concluded that the effect size given in Experimental Group was having a large effect. Therefore, Simulation Technique is effective and provide a huge impact in improving the students' speaking skill.

On the other hand, the calculation of the effect size of the conventional method in Control Group presented the $d = 0.35$. Based on the guideline by Cohen's d , it means that 0.35 is smaller than 0.5. So, it can be concluded that without Simulation Technique, the students have small effect or less improvement in their speaking skill.

Moreover, to answer the Research Question (RQ) presented before, the data was calculated using Independent Sample T-Test. This test was claimed to find out significant different between two groups. The data used was the Post-Test score for both Experimental and Control Group. The interpretation of Independent Sample T-test; H_1 is accepted if the Significant value (Sig.) 2-tailed is less than .05 (Sig. 2-tailed < .05). On the other hand, the H_0 is accepted if the Significant value (Sig.) 2-tailed is more than .05 (Sig. 2-tailed > .05).

The result of Independent Sample T-Test that had been calculated before was reported the t value and significance level as follows:

"Students' scores for Equal Variances Assumed"
($MD = .325$, $SED = .096$), $t(30) = 3.373$, $p = .001$ than
"Students' scores for Equal Variances not Assumed" ($MD = .325$, $SED = .096$), $t(30) = 3.373$, $p = .001$

The table above presented the significant value (Sig.) 2-tailed (p) value of the data was .001, which means that it less than .05 (Sig. < .05). In correlation to the formula, there will be a significant different between two group if $p < \alpha$. According to the result showed that $p < \alpha$ which is .001 < .05. In conclusion, there is a significant difference between two groups being investigated.

Table 3. Descriptive Statistics of Independent Test

	Class	N	Mean	Std. Dev	Std. Error Mean
Students' Score	Post-Test Exp.	30	3.1833	.44009	.08035
	Post-Test Con	30	2.8583	.29128	.05318

The significant different between two groups could be simply seen on the descriptive statistics above. The Post-Test score for Experimental group was 3.18, while Post-Test Control was 2.85. The Experimental group was earned the higher Post-Test score than the Control Group. In the beginning, both Experimental and Control Group had the equal performance. Then, the Experimental Group was significantly earn higher score than before. This score was earned after the Experimental Group got the treatment, which was Simulation Technique. While the Control Group have no significant different from its Pre-Test score. This was happened because the Control Group had no treatment at all. In short, the Experimental Group had higher final score than the Control Group.

In this study there was statistical hypotheses that has been stated before. The hypotheses were consist of two tentative predictions as: the alternate hypotheses (H_1) and the null hypotheses (H_0). The alternate hypotheses (H_1) stated that there is a specific improvement in the student's speaking skill before and after implementing the Simulation Technique. Whereas, the null hypotheses (H_0) stated that there is no specific improvement of student's speaking skills before and after the implementation of Simulation Technique. To test the gained data, the researcher used Paired Sample T-Test and Independent Sample T-Test.

According to the result, it has stated that the Experimental Group had a higher Post-Test score compared to the Control Group. The score presented the significant

different between two groups. According to the statement before, it can be concluded that there was specific improvement in the students' speaking skill before and after implementing the Simulation Technique. Therefore, the null hypotheses (H_0) is rejected and the alternate hypotheses (H_1) is accepted.

Discussions

According to the result that had already presented before, the score of Paired Sample T-Test was .000, Sig. (2-tailed) < .05. Means that Simulation Technique is effective to help enhance Vocational High School students' speaking skill. The effect founded was 0.91. This score was collected through student's Post-Test score and the standard deviation. The effect size score was classified as a large effect. This statement is in line with the previous study which stated that Simulation Technique had successfully enhanced the learners basic speaking and listening skill with a huge effect on simulation activities (Chergui, 2016).

For the sake of Independent Sample T-Test, the score was .001. It showed that the Sig. (2-tailed) < .05. This score was gained through the students' Post-Test score. This score showed that there was a significant different among two groups.

The data that has been analyzed produce the same result as the previous study presented by (Lutfi et al., 2018), (Noraisah Nurul Fatwa Mohd Razali, 2017), and (Chergui, 2016). The result stated that Simulation Technique is an effective technique to enhance students' speaking performance, especially for Vocational High School students. This technique supports the teacher, so they will be able to motivate the students. Moreover, it can help the students to improve their speaking ability and bring a positive atmosphere in the class. The students will be triggered to actively act and communicate as they experience the real-life, or real work-field situations. The students also practice to learn new vocabulary that help enhance their fluency and decrease their grammatical errors.

In short, Simulation Technique is effective to help enhance the students' speaking skill. It because Simulation Technique provided simulation activities which can help learners to relate the learning process with their real life or real work-field situations.

CONCLUSION

As the descriptive statistics presented before, the Experimental Group earned the higher Post-Test score than the Control Group. According to the result of Paired and

Independent Sample T-Test, there was Significant different between Experimental and Control Group. There was also an effect between the Simulation Technique toward the students' speaking score. The effect size that had been calculated using Cohen d's formula also gave an evidence that Simulation Technique had a large impact in improving the students' speaking skill.

As the previous explanation, the alternate hypotheses (H_1) which has stated in the Chapter 1 is accepted, while the null hypotheses (H_0) was rejected. In conclusion, Simulation Technique is effective to help enhance Vocational High School students' speaking skill. Therefore, Simulation Technique is suitable to be implemented toward EFL learners in their teaching-learning process.

Suggestions

In this study, the researcher eventually want to provide some suggestions regarding to the use of Simulation Technique in teaching-learning process. This is addressed to the readers who are involved in EFL, such as the teacher, or even the future researcher who want to conduct a research about Simulation Technique.

1. For the teachers

Nowadays, the teacher often experience difficulties in teaching-learning process. Therefore, they are suggested to prepare the teaching technique that might help the students learn easily. In teaching Vocational High School students, the teacher need to implement the interesting teaching technique which relate to their vocation and make it as students center learning. The researcher suggest to use Simulation Technique in teaching-learning process, especially in comprehending speaking skill. Therefore, the students will be motivated to learn in peer-learning. They will got a chance to practice the thing that they may face in their future work-field. It will increase the students' speaking skill in an attractive and relatable way. Thus, they will get a high confidence in producing some expressions during the conversation.

2. For the future researchers

The future researchers may investigate the use of Simulation Technique to the different level of students. Furthermore, the researcher are suggested to obtain the data in the form of qualitative analysis, In short, this research might be used as a reference to the other studies related to Simulation Technique.

REFERENCES

- Boonkit, K. (2010a). Enhancing the development of speaking skills for non-native speakers of English. *Procedia - Social and Behavioral Sciences*, 2(2), 1305–1309. <https://doi.org/10.1016/j.sbspro.2010.03.191>
- Boonkit, K. (2010b). Enhancing the development of speaking skills for non-native speakers of English. *Procedia Social and Behavioral Sciences*, 2(2), 1305–1309. <https://doi.org/10.1016/j.sbspro.2010.03.191>
- Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman
- Chaney, A.L., and T.L. Burk. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon
- Chergui, K. (2016). The Effect Of Using Simulation Activities On Developing Algerian EFL Students' Speaking And Listening Proficiency.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (Sixth Edit). <https://doi.org/10.4324/9780203029053>
- David, R S (1996). Simulations: A Tool for Testing "Virtual Reality" in the Language Classroom. In JALT' 95: Curriculum and Evaluation. Tokyo: Japan Association for Language Teaching.
- Gistituati, N., Refnaldi, R., & Syaifullah, S. (2019). *Using Visual Aids to Develop Students' Speaking Skill*. (January). <https://doi.org/10.2991/icoie-18.2019.59>
- Harris, David. P. 1969. *Testing English as a Second Language*. McGraw-Hill
- Harmer, J. 2001. *The Practice of English Language Teaching*. Longman: Pearson
- HASANAH, K. (2012). *Improving Students' Speaking Skill Through Simulation At Grade X of Sma N 1 Prambanan Sleman in the Academic Year of 2012* Retrieved from https://eprints.uny.ac.id/44021/1/Khanifah_Nur_Hasanah_08202244001.pdf
- Jackson, D. (2014). Business graduate performance in oral communication skills and strategies for improvement. *International Journal of Management Education*, 12(1), 22–34. <https://doi.org/10.1016/j.ijme.2013.08.001>
- Jones, K. 1982. *Simulation in Language Teaching*. Cambridge: Cambridge University Press
- Lin, T. M. E. I. (1993). *Simulation in Language Teaching - Its Advantages and Limitations in an ESP Context* TEOH MEI LIN. XXII(October), 1–8.
- Lutfi, A. A., Sutopo, D., & Rukmini, D. (2018). The Effectiveness of Simulation and Role-play in Teaching Speaking for Students with Different Levels of Motivation. *English Education Journal*, 8(4), 489–498.
- MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *Modern Language Journal*, 91(4), 564–576. <https://doi.org/10.1111/j.1540-4781.2007.00623.x>
- Mackey, A. & S. Gass. (2005). *Second Language Research*. New Jersey: Lawrence Erlbaum Associates
- Mehdouani, K., Missaoui, N., & Ghannouchi, S. A. (2019). An approach for Business Process Improvement Based on Simulation Technique. *Procedia Computer Science*, 164, 225–232. <https://doi.org/10.1016/j.procs.2019.12.176>
- Nunan, D. 1995. *Practical English Language Teaching*. Singapore: Mc. Graw Hill
- Noraisah Nurul Fatwa Mohd Razali. (2017). The use of simulation and role-play in enhancing speaking skills in learning english language. *Journal of Education and Social Sciences*, 6(2), 72–78.
- Oller JR, John W. (1979). *Language Test at School*. London: Longman
- Pallant, J. (2013). *SPSS Survival Manual. A step by step guide to data analysis using SPSS (4th edition)*. Berkshire: Open University Press
- Richard, J. C. (2008). *Teaching Listening and Speaking From Theory to Practice*, available on: www.finchpark.com/courses/tkt/Unit_07. *Richards-Teaching-Listening-Speaking. Pdf*, 1–37.
- Shaw, Carolyn M. (2010). Designing and using simulations and role-play exercises. *The International Studies Encyclopedia*. (Ed) Robert A. Denemark. 15. Nov. 2015. DOI 10.1111/b.9781444336597.2010.x
- Sugiyono. (2014). *Metode Penelitian Ppendidikan Pendekatan Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta
- Thornbury, S. (2005). *How to Teach Speaking*. London: Longman
- Torunoğlu, H., & Gençtanırım, D. (2015). The Perceptions of School Counselors about the Counseling and Guidance Programs of Vocational High Schools. *Procedia - Social and Behavioral Sciences*, 174, 368–376. <https://doi.org/10.1016/j.sbspro.2015.01.675>
- Zhang, Z. (2013). Business English students learning to write for international business: What do international business practitioners have to say about their texts? *English for Specific Purposes*, 32(3), 144–156. <https://doi.org/10.1016/j.esp.2013.01.002>