

*Research Report*

**SIMULATION TECHNIQUE WITH CLASS DEBATE  
IN LANGUAGE TEACHING FOR SPEAKING  
PROFICIENCY**

*(Action Research in language teaching at UIN—SU)*

By.

Muhammad Dalimunte, Sag.SS.M.Hum



STATE INSTUTE FOR ISLAMIC STUDIES NORT SUMATERA  
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**By.**

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Medan, Augustus, 2014

Mhd..D.



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## INTRODUCTION

### 1.1. Background of the study

In recent years, language teaching has been focused on the learning process rather than the teaching of the language. The emphasis is not only on linguistic competence of language learners but also on the development of the communicative ability. Learners need to learn how to use the target language in "real life" situations and *not the artificial* "situation of the classroom where often drills and structured dialogues are taught, or ask them to speak in front of the class with a prepared speech.

In terms of the language use, the reality denotes that there are many undergraduate students are still poor mastery in speaking English and also a few of students who have finished their study still have the same problem, this phenomenon drives the researcher to find out the alternative solution. This problem might be able to overcome by applying good techniques of language teaching. One way is to engage in social use of language, As this is not probable in the classroom, one alternative is simulation techniques. This technique brings students to be active in classroom interaction as if they were in real life situation.

In teaching conversation, simulation technique is one alternative instead of asking students to speak in front of the class with their own topic and the others listen to him. This way will not bring students to use the target language naturally. Simulation technique gives students opportunities to explore ideas by using target language. The teacher's role is as a facilitator during the activity is taking place. From the various



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description, we can say that they are *learners centered activity*. The students have to draw on their language resources in order to take part in classroom activities.

We may be in one point of view that a good English teacher not only can master the course material but also he should be able to create a good class room atmosphere during teaching learning process is taking place. Based on a research findings in USA in 1999 denoted that the common problem of language learners is "speaking", and also the phenomenon that faced by most students at school, One of the learner's problem, in language learning is "speaking". The phenomenon drives the writer to carry out a research about technique in language teaching specially on conversation.

Nunan conducted an important study into the development of communication skills built on a model of communicative competence as "the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic and paralinguistic, of one or more interlocutors" (1999).

A good English instructor should figure out the difficulties of students in learning language, then finds out the outcomes. Creating an interesting teaching learning process will bring students to take part in classroom interaction. People might cite that the common problem of language learning is lack of facilities, bad course design, numbers of students in one classroom. One thing that effects more to reach the teaching target is the technique applied by the language instructor, because it will affect the class room atmosphere. Harmer (2000:1) suggests that "good teachers should make their lesson interesting so the learners do not fall asleep in them and must love her job, if s/he really enjoys the job that will make the lesson more interesting".



A good teaching process will take students' interests and it is crucial to obtain the teaching target. An ideal teaching for conversation is Teacher Talk Time (TTT) less than Students Talk Time (STT), because students need more opportunity to use the target language than the teacher him self, this is what we called learners-centered activity.

### **1.2. The problems of the study**

With the reference to the background of this study, the research problems are formulated as follows :

1. Does simulation technique with class debate do significantly effective works in a classroom ?
2. How does simulation technique with class debate take place in teaching conversation ?
3. What is the result of simulation technique with class debate in teaching conversation ?

### **1.3. The objective of study**

The primary objective of this study is to answer the problem mentioned in the research problems : i.e. to reach out

1. whether simulation technique with class debate does significantly effective work in the classroom
2. The description of simulation technique with class debate in teaching conversation

3. The roles of simulation technique with class debate in creating students' speaking proficiency.

#### **1.4. The scope of the study**

This study is focused on class debate of simulation techniques in teaching conversation. The writer will describe how the technique were carried out and the result of the technique in teaching conversation for the second year students of English department at Institute for Islamic Studies of North Sumatera ( IAIN – SU ).

#### **1.5. The significance of the study**

The research findings are expected to be useful for English teachers to increase students communicative competence and also for the further researches concerning with language use research.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Theoretical framework**

Simulation is as a technique of teaching to increase students' ability to speak naturally, through having games such as Dramas, Class debate (controversial dialogues) talk show. These techniques offer a way that students have more opportunity to express their views with unstructured conversation, below is the clarifications of terms related with the topic.

##### **2.1.1. What is simulation**

In language teaching, a technique needs to be considered to bring the class room atmosphere alive. One of the techniques is simulation. In sort term Simulation can be defined as a structured set of circumstances that mirrors real life and participants act as instructed (Dougill:1987). In simulation the classroom atmosphere is design such away so all the students take part and have the same occasion to express their ideas during learning teaching process takes place. By having much occasion to express their view, students will dare to speak naturally, they explore the opinion based on their own experiences, knowledge dealing with the topic. One of the simulation is debate.



In simulation with class debate where a student can agree or disagree with his friends' point of view then gives his comment. In terms of this, Livingstone stated that Simulation is often a problem-solving activity to which the student brings own personally, experience and opinion ( 19: 5 , This also deals with the definition of Jones, He defined that simulation is as reality of function in a simulated and structured environment (1982 ). In a simulation students are given a course material to discuss in group work in the classroom. The followings are the sorts of simulation in language teaching for instance such as ; Class debate ( controversial dialogue with two group ; Affirmative and Negative sides or more than two groups, Drama, Talk show ( Goodnight. In each simulation , the students work with the necessary background information and an environment in which to do it, in class debate for instance, The students speak naturally without using structured dialogue that given by teacher or particular speech that prepared by students.

Simulation in language learning aims at restoring the natural communicative status of a language.; in traditional teaching, teaching status is often unnatural and fixed. The main objective is the therefore to develop the communicative language skills of the students. At the moment many teachers apply the principle of simulating in oral exercises. The students are given e.g. a fictive personality and they are asked to act in certain situation. These simulated situations are familiar to everybody: for example ; you are at the airport, at a restaurant, at a hotel, in a shop, etc. These role plays or dialogue exercises have the same principles and objectives as simulation but they can not, however, be called simulations since in relation to teaching as a whole, they create



only separate and limited communications. Simulation actually does not simulate only individual situation but create a whole communication environment, based on manuscript, in the classroom, e.g the teacher gives the students a case study then they find out the solution in group work. In this environment the students learn the language by using it according to the rule and structure set by environment. This environment can be a village, a group of people living in dormitory, or a community of any kind.

The communicative language skills could be attained by training the students to use the language naturally. The students and the teacher create together a realistic but fictional environment within the classroom on the basis of reality. They consider their environment playfully as their own reality.

The use of simulation in language teaching is a technique for the teachers to drive the students use the target language naturally. In simulation the students feel that they are in an English language community because all the participants have to use the language even they might make some mistakes in their utterances, the possible mistakes are grammar, syntax, intonation and pronunciation.

### **2.1.2. How simulations relate to current teaching techniques**

Simulations fit well with the recent emphasis on action learning and "task" as both a communicative instructional technique and a concept of curriculum planning. (Candlin:1987). This is because they provide a means of integrating various tasks into a coherent and believable whole. Essentially, it is cited that "a task is a complete communicative activity that involves learners in comprehending and using

language while their attention is focused on meaning rather than form “ Nunan (1989:12). Tasks have particular objectives, appropriate contents, a specified procedure, and a range of outcomes. They are seen as a compelling and effective means for realizing fundamental principles of communicative language learning, such as those discussed by Canale and Swain (1980), and others who stress the importance of pragmatic aspect of communicative competence. In these terms, a situation provides an optimal environment for communicative language learning. The technique offers teachers a means of setting up larger scale tasks in language teaching that involves gathering data, problem solving (debating class), or decision making.

### 2.1.3. How a simulation is organized

Simulations have a four-part structure : preparation, introduction, activity, and debriefing.

#### a. Preparation

- ensuring students familiarity and confidence with interactive learning.
- Assessing students' need, interests, and abilities
- selecting or writing the simulation.
- Organizing the room and gathering resources.

#### b. Introduction

- Information input: tasks, roles, background

- Learners engage in information collection tasks
- Language input: useful lexis, structures, genres, discussion strategies, research skills etc.

#### c. Activity

- group discussion and work on task
- solution of problem or completion of task
- work arising from discussion, e.g., report writing or oral presentation.

#### d. Debriefing ( optional )

- Behavior: task review, discussion of tactics employed, assessment of performances, possible discussion of cultural aspects.
- Language: analysis of language used, discussion of errors, genre, further linguistics input.

Preparation involves *the teacher in assessing* both student needs and abilities to ensure a suitable scenario and organizing materials to provide authenticity. *The second stage* consists of information input. The students are told what the task is, their roles, the nature of the situation, and any constraints. *The third stage* is the activity it self. The key activities are decision-making, problem solving, and interacting, and these are the students responsibility. During the activity is taking place, the teacher observes students performances and manage the activity as a “controller.” *Stage four*, optional when working with elementary learners, consists of a debriefing where the activity is evaluated and the interaction discussed. The teacher



helps students understand the exercise, review the language used, and build on weaknesses.

#### **2.1.4. How a simulation works in the classroom**

Teachers are often more anxious about running a simulation for the first time than students are about participating. We may be worried about the reactions of our students. It is true, that simulations, like any other interactive learning method, need careful planning and classroom management.

The most important point in running a simulation is to believe that it is going to work. A number of suggestions to assist these are given below.

1. Setting up. Much of the preceding discussion has covered this area. The simulation should be carefully planned and chosen on the basis of issues that are likely to maximize motivation and language use. The emphasis is on creating a believable situation that emphasize reality of context over language and this way means using resources not specifically designed for language work (Crookall:1984 ). We have to remember that the simulation should be enjoyable in order students take part and feel relaxed, they do not get much intervention from teacher during the activity.
2. Getting going. Once the simulation has been selected or written, the students can be introduced to the central ideas of the activity and encouraged to discuss them. Participants must understand the nature of the task, their roles, and the constraint of environment. Often roles involved particular students working together, and



current opinion suggests that these groups should generally reflect a well-balanced mixed ability organization ( Bryne:1987 ). Information should be kept as brief and simple as possible to avoid confusion but can be given as homework texts.

3. Managing the activity. Fluency work demands that the teacher disengage from the governing role and allow learners to produce and interpret language on their own. Once the simulation is underway, the teacher becomes an activity manager, advising and monitoring the learning environment ( Hyland:1991 ). A part of the vital organisational function of time- management, and ensuring that those finishing early have something to do, organizing during the activity should be handled by the students themselves. During the simulation the teacher becomes a roving observer, The error correction should be avoided and mistakes noted for discussion later.
4. Winding down. The observer role puts the teacher in a good position to provide a systematic review of events at the end of the simulation. While this is an essential part of L1 simulation, it may inhibit L2 participants or beyond their linguistic abilities and can be dispensed with if the teacher feels this is the best.
5. Assessing students. Students can be assessed in a variety of ways, depending on the purpose of the activity. Generally, however, assessment will be based on how students have performed on an individual task and on their participation and contribution to the group effort. Where the simulation result in a product, such as a diary, report, oral presentation, news bulletin, etc., students can be allocated

marks for this. If this product is a joint effort, a group mark can be allocated to each member, or the group itself can be asked to fairly share in allocated mark among its members. In another case the quality of the student's work on task, the effectiveness of communication, the degree of participation, and the appropriacy of the group solution to the activity can provide a basis for assessment.

### **2.1.5. Approach , Method, Technique**

These terms are the procedures for teaching language, they are proposed by the American applied linguist, Edward Anthony. In order the readers do not misunderstand about these terms, the writer gives description of each term.

According to Edward Anthony in the book of Richard and Rogers ( 1986 ) clarifies : An approach is a set of correlative assumptions dealing with the nature of language teaching and learning, an approach is axiomatic. It describes the nature of the subject matter to be taught, Method is a over all plan for the orderly presentation of language material, no part of which contradicts, and all of it which is based upon , the selected approach, an approach s axiomatic, a method is procedural. Within one approach, there can be many methods. A technique is implementation- that which actually takes place in a class room. It is particular, trick strategy used accomplish and immediate objective. This description may help readers to understand the term used in this article.



## 2.2. Theory of Speaking

To make clear understanding the term used in this study, the writer conveys some theories of speaking.

Pollard and Liebeck (1994:770) defined speak as (1) utter words in an ordinary voice (not singing), hold a conversation, make a speech ; express in words, (2) use or be able to use (a special language) in speaking, (3) make a polite or friendly remarks.

From the above definitions, the writer defines speaking proficiency as a skill possessed by someone to utter remarks by applying linguistics features, so the addressee can understand what the speaker means. Below there are three major differences between conversation and public speaking :

1. Public speaking is more highly structured. It usually imposes strict time limitation on the speaker. In most cases, the situation does not allow the listeners to interrupt with questions or commentary. The speaker must accomplish his or her purpose in the speech itself. In preparing the speech , the speaker must anticipate questions that might arise in the minds of listeners and answer them. Consequently, public speaking demands much more detailed planning and preparation than ordinary conversation.
2. Public speaking requires more formal language. Slang, jargon, and bad grammar have little place in public speeches.
3. Public speaking requires a different method of delivery. When conversing informally, most people talk quietly, interject stock phrases as "you know" and "I mean" adopt a casual posture, and use what are called vocalized pauses ( "uh," "er," "um). Effective public speakers, however adjust their voices to be heard clearly throughout the audiences. They assume a more erect posture. They avoid distracting mannerisms and practice. Lucas ( 1992:9 )

In public speaking, the speaker will do some factors above, and the way around in daily conversation speakers might use different way of speaking. However there

competence is covered by an understanding of language and ability to use language in context, particularly in term of the social demands performances”.

In learning teaching process, the speaking achievement is attained through classroom interaction or out doors. The Instructor uses English while teaching, so that the students are able to apply the language in daily activities.

In teaching Conversation, the instructor drives the students to be talkative in learning teaching process, It is expected that the learners take part in classroom interaction. Richard (1985:134) stated:

conversational competence in language involved the use in different speech styles according to who the speaker is addressing and the circumstances under which the act of communication is taking place, the range of linguistics a speaker has at his or he disposal may be referred to as a verbal repertoire...

The interaction between Instructor and students as bridge of attaining the aims of conversation material should be considered by the instructor. Ordinarily, the students who are learning English, find difficulty when they are asked to speak rather than to read or write. They find it hard to express their view. In this case, the teacher should convince his students to speak even they make mistakes. We know that speaking will be more effective if it arises naturally and spontaneously, such as, a remark made by a student or something that happened during the lesson. The noisy of something falling dawn in the class room can stimulate comment from the class, creating simulation ( drama, controversial dialogue, class debates, talk show ). This is more effective than asking students to practice a structured dialogue, asking students to speak in front of the classroom then the others are listening. Lewis



stated Conversation is a relaxing situation where speaker are inhibited by a certain situation (1988 ).

Teaching conversation is different from teaching grammar, writing, , the Instructor might have students work on a situational dialogue such as at the supermarket, at school and the teacher sometimes gives a common topic of a particular case and the students tell the story based on the experience or knowledge but not ask them to learn by heart a particular dialogue then practice it in front of class room. In brief, the language instructor focuses the course material for functional language in communication rather than the pattern of the language itself.

### **2.2.1 The Characteristics of Communicative Competence.**

What does that one need to know and able to do in order to speak in another language? Of course, students need to know how to articulate sounds in a comprehensible manner, one needs an adequate vocabulary, and one needs to have mastery syntax. These various elements add up to linguistic competence. However, while linguistic competence is necessary, it is not sufficient for someone who wants to communicate competently in another language.

Sociologist proposed the notion of communicative competence as an alternative to Chomsky's linguistic competence. Communicative competence includes not only linguistic competence, but also a range of other sociolinguistic

skills and conversational skills that enable the speaker to know how to say what to whom, in expressing utterances sociolinguistics guide us to communicate well by having some consideration to define the sorts of conversation in perspective of sociology (Nunan:1999). Further he defined that communicative competence as "the ability to function in a truly communicative setting-that is, a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors". In addition to being dynamic, rather than static, and it involves the negotiation of meaning (1999). Actually, communicative competence is not restricted to spoken language, but involves writing as well. It is also context specific, which means that a competent communicator knows how to make choices specific to the situation. Finally, it is distinct from performance. According to Savignon, competence is what one knows, while performance is what one does, Richard, Platt and Weber cited in Nunan (1999 : 226), communicative competence includes:

- a. Knowledge of grammar and vocabulary of the language. In Speaking grammar leads us to arrange an utterances dealing with concord ( certain grammatical items agree with each other ).
- b. Knowledge of rules of speaking (e.g. knowing how to begin and end conversations, knowing what topic can be talked about in different types of speech events, knowing which address forms should be used with different person one speaks to and in different situations,

- c. Knowing how to use and responds to different types of speech acts such as request, apologies, thanks, and invitations
- d. Knowing how to use language appropriately.

These points denote that to possess a good achievement of speaking need to comprehend some aspects of language. The language learners should practice their knowledge of language, in this case an English instructor needs to motivate them to speak by applying an interesting teaching performance interaction between teacher and learners.

Communication is transferring ideas from one with another, one can carry out communication orally or by writing to express their point of view, a good speaker will give comprehensible information to the other person. However, many students are reluctant to express ideas systematically is a hard work. That's why they are reluctant to speak. Nunan stated in his research findings that "reluctant to speak on the part of students was seen as their biggest challenge" (1999:231). While Burns and Joyce identified that there are three sets of factors that may cause a reluctance on the part of students to take part in classroom tasks involving speaking. They suggest that this reluctance due to cultural factor, linguistic factors, and psychological / affective factors. Cultural factor derive from the learners experience when they were studying English and the expectations created by this experience. The possible mismatches that can occur between teachers and learners from different cultural backgrounds, if learners come into the classroom believing that learning a language involves listening to the teacher or the tape, and doing written exercises. This perception take them to be reluctant to



become actively involved in speaking (Burns and Joyce: 1997). In this condition, It will be necessary to engage in a certain amount of learner training to encourage them to participate in speaking, besides that psychological factors include culture shock, lack of motivation, shyness in class, especially if their experience of learning language is negative. An instructor who understands these problems will be easier to lead the learners to practice their ability. He can apply suitable methods and the learners believe learning English is enjoyable.

#### 2.2.2. Models of communicative ability

The macro four skills of language ( reading, writing, listening and speaking ) are the targets of language teaching. A language instructor should define the appropriate ways of teaching his students to reach the teaching target, for example teaching conversation. In teaching conversation students should use the target language so they are accustomed to applying the language in daily conversation as well as formal communication etc. Communicative competence not only covers the ability to speak in the class room but also covers the ability to use the language in context, particularly in terms of the social demands or performances. We know that knowing a language is more than knowing its rules of grammar. There are culturally specific rules of use which relate the language used to features of the communication context. For example ways of speaking appropriate to communication with close friends may not be the same as those used in communicating with strangers or in a professional context.

Communicative competence really deals with the students' achievement using the language in daily communication. The writer can say that most students have more difficulty in speaking ability than others. Speaking skill needs knowledge of grammar, vocabulary, pronunciation of the language and the capability of applying them in speaking.

The communicative ability can be specified into four components such as Mc Namara cited ;

*grammatical* or formal competence, which covered the kind of knowledge ( of systematic of grammar, lexis, and phonology) familiar from the discrete point tradition of testing;

*sociolinguistic competence*, or knowledge of rules of language use in term of what is appropriate to different types of interlocutors, in different setting , and on different topics;

*strategic competence*, or the ability to compensate in performances for incomplete to imperfect linguistic resources in a second language; and

*discourse competence*, or the ability to deal with extended use of language in context. (2000:18)

The four components show that the communicative competencies need a large insight in addition to mastering the rules of language.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research design

This research is action research which is purposed to know whether a simulation technique with class debate in teaching conversation is effective. In this research, there are three study cycles were carried out. The following is the descriptions of them:

##### 1. Study Cycle I

This stage is described as below:

- a. Planning: The researcher will make planning on Simulation technique with class debate.
- b. Action : The lesson plans in stage " a " were performed . The students were taught conversation subject by applying a simulation technique with class debate for one months. The students divided into six group with five person for each group .
- c. Observation : This was done to gain the result of the learning teaching process by administrating some question orally and the following item were analyzed :

The components of speaking were analyzed as follows:

1. Pronunciation ( including the segmental features vowel and consonants and the stress and the intonation patterns )



2 Grammar

3. Vocabulary

4. Fluency ( the ease and the speed of the flow speech )

5. Comprehension. These component are stated by Harris ( 1977:81)

d. Reflection : This analysis of the students score by using SPSS 10.0 to know average point of the students then later will be compared with the scores in cycle two.

## 2. Study Cycle II

This stage is described as below:

- a. Planning: The researcher made further planning on the previous technique dealing with teaching material.
- b. Action : The lesson plans on this stage “ a “ were applied at this stage. The students had activity through the direction of simulation technique with class debate. Where the researcher divided the students into six groups within five persons for each group, then the researcher gave them different topic , then they discuss the topic in their group work. The teacher ask them to explore the results.
- c. Observation : This was done to gain the result of the simulating technique with Class debates by administrating some questions orally and the following items were analyzed :

The components of speaking will be analyzed as follows:

1. Pronunciation ( including the segmental features vowel and consonants and the stress and the intonation patterns ), (2) .Grammar (3).Vocabulary (4). Fluency ( the case and the speed of the flow speech ) (5). Comprehension. These component are stated by Harris ( 1977:81)

d. Reflection : This stage is general evaluation to attain whether the students get progress in scores and it was drawn in statistic to know the average scores .

### 3. Study Cycle III

This stage is described as below:

- a. Planning: The researcher made further planning on the previous techniques.
- b. Action : The lesson plans on this stage “ a “ were applied at this stage. The students also taught conversation for one month by applying the same technique but has been modified. As the addition of the cycle three, the researcher help the students to understand the difficult word, then ask them giving their point of view by turns through his direction.
- c. Observation : This was done to gain the result of the simulating technique with Class debates by administrating some questions orally and the following items were analyzed :

The components of speaking will be analyzed as follows:

(1).Pronunciation ( including the segmental features vowel and consonants and the stress and the intonation patterns ), (2). Grammar Vocabulary, (3). (4). Fluency ( the case and the speed of the flow speech ), (5). Comprehension. These component are stated by Harris ( 1977:81)

- d. Reflection : This stage is general evaluation to attain whether the students get progress in scores and it was drawn in statistics.

### **3.2. Population and sample**

This research was carried out at IAIN- Sumatera Utara with two classes of second year of English Department at Tarbiyah Faculty. They are 70 students in the same level as the population. The researcher used cluster sampling, then he took sample for this research is one of the classes with 30 students.

### **3.3. Instrument for data collection**

The following instrument for data collection items were applied in this research:

1. Scenario , The scenario and question were used to find out the data for this study. The scenario of Class debate and the Test were tried out to the same second year students in the other class ( The others second year students of English department ).
2. Tape recorder. This tools was used to record the test conducted orally.
3. Observation. The observation was taken from the field notes during the learning teaching process was taking place.

### **3.4 . Technique for data collection**

Learning teaching process were carried out by applying the simulation technique with class debate. This activity were conducted in three stages, each stage was



evaluated by giving oral test to the students. The students were tested one by one with three examiners not included the researcher. The students' answers were evaluated by the researcher's assistance, this was applied to avoid the bias. The answers of the students were evaluated to know the changes of scores in each stage, besides that field notes was also used to write down the activity during the learning teaching process was taking place process.

### 3.5 . The Data analysis

To draw the result of the research, the writer analyzed the data gathered from the field research which are in form of test scores of speaking ability.

The data were analyzed qualitatively by using SPSS 10.0 to gain Frequency distribution of students' scores then put into histograms, through this method the writer want to know whether the simulation technique with class debate is effective in teaching conversation. The students scores from every cycle were drawn in statistics. The students scores were counted in percentage, how many percent of the students get scores from; 0 to 59, 60 to 69, 70 to 79, and 80 to 100. This percentage was completed with descriptions.

## CHAPTER IV

### RESEARCH FINDINGS AND DICUSSION

#### 4.1 Research findings

##### 4.1.1. Evidence for the application of Class debate

The simulation technique with class debate was applied in learning teaching process within three months with 12 meetings. The test were administrated once after four meetings. This test carried out to investigate the students' achievement of speaking after teaching them by applying class debate technique. The tests are categorized in three cycles. Cycle one , Cycle two and Cycle three. The following table will give an illustration of the participants in each cycle.

**Table 1**

**STATISTICS FOR NUMBERS OF SAMPLE**

		X1	X2	X3
N	Valid	30	30	30
	Missing	0	0	0

*Processed by using SPSS 10.0*

The t ble above shows the number of students as sample of this study, they are 30 students. The students are taught by applying class debate technique. The following table is the students' score in cycle one.

**STUDENTS' TEST SCORES IN CYCLE ONE**

<b>NO.</b>	<b>INITIAL'S NAME</b>	<b>SCORES</b>
1	AS	76
2	Ch	70
3	CDH	70
4	EFL	80
5	FH	80
6	FN	75
7	JS	70
8	K	75
9	LP	68
10	M	76
11	NA	75
12	NS	65
13	NHS	85
14	NH	72
15	PS	75
16	RM	64
17	SF	68
18	SFB	70



19	SR	72
20	SRA	85
21	SW	80
22	S	68
23	Sk	72
24	SD	65
25	SKP	75
26	TA	76
27	WL	72
28	YK	70
29	YHD	70
30	FS	64

The scores in the table above can be analyzed to reach out the scores frequency.

It can be seen the following frequency table

Table 3

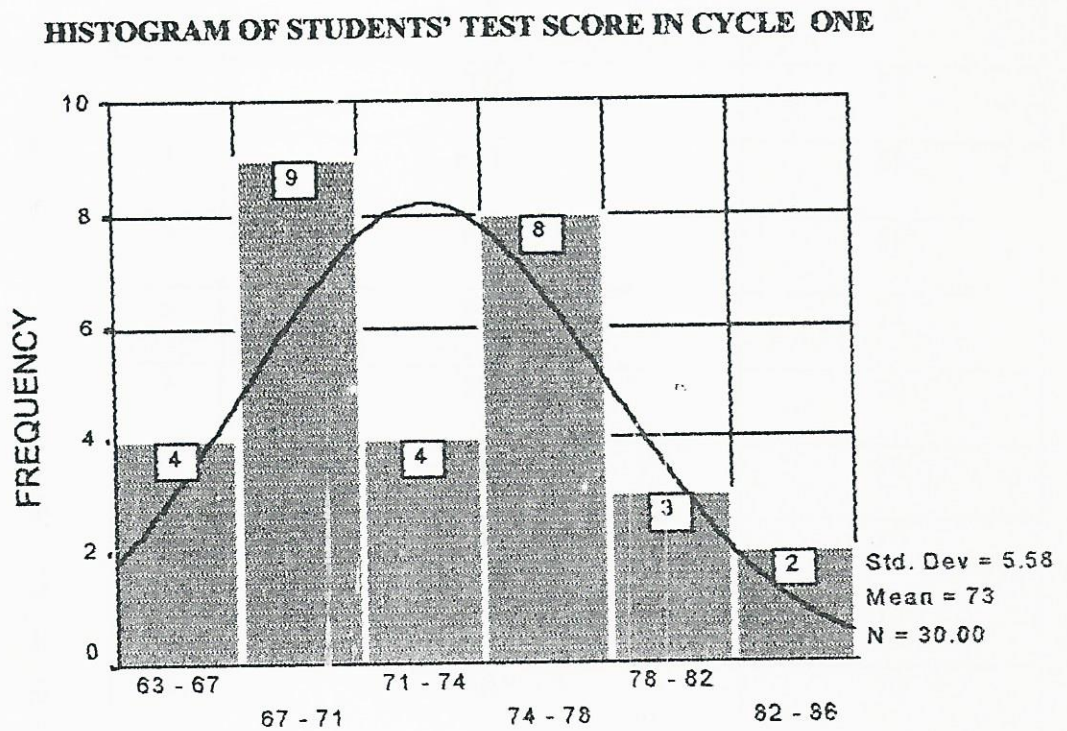
## FREQUENCY DISTRIBUTION OF SCORES IN CYCLE ONE

CYCLE ONE		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	2	6.7	6.7	6.7
	65	2	6.7	6.7	13.3
	68	3	10.0	10.0	23.3
	70	6	20.0	20.0	43.3
	72	4	13.3	13.3	56.7
	75	5	16.7	16.7	73.3
	76	3	10.0	10.0	83.3
	80	3	10.0	10.0	93.3
	85	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

*Processed by using SPSS 10.0*

With reference to the students scores frequency notices that the highest frequency of the scores is 70 with 20 % from the students , the lowest score is 64 with 6,7 % and the scores from 64 to 68 are only seven students. The others are 70 up ( 76,6 % ) from the whole students, a theory stated that when 75% of the students can master the teaching material, the learning teaching process is successful ( Mulyasa:2004 ), and The category of good scores is 70 – 79 ( Muhibinsyah : 2004). In this case we can say that the teaching learning process in cycle one is good category. The following is the illustration of the scores on a graph.

Figure 1



**STUDENTS' TEST SCORES IN CYCLE ONE**

*Processed by using SPSS 18.0*

The illustration above pictures a normal curve, it denotes that the technique applied the learning teaching process is effective.

Table 4

**STUDENTS' TEST SCORES IN CYCLE TWO**

NO	INITIAL'S NAME	SCORES
----	----------------	--------



1	AS	80
2	Ch	70
3	CDH	75
4	EFL	85
5	FH	85
6	FN	72
7	JS	70
8	K	76
9	LP	70
10	M	75
11	NA	70
12	NS	64
13	NHS	87
14	NH	76
15	PS	76
16	RM	65
17	SF	70
18	SFB	80
19	SR	76
20	SRA	87
21	SW	72

22	S	64
23	Sk	75
24	SD	65
25	SKP	76
26	TA	80
27	WL	72
28	YK	80
29	YHD	72
30	FS	64

The scores above are attained after having four meetings of learning teaching process then the available test were administrated to the students with the same scoring system with the previous test. The following is the frequency distribution of scores. See the table 5.

**Table 5**

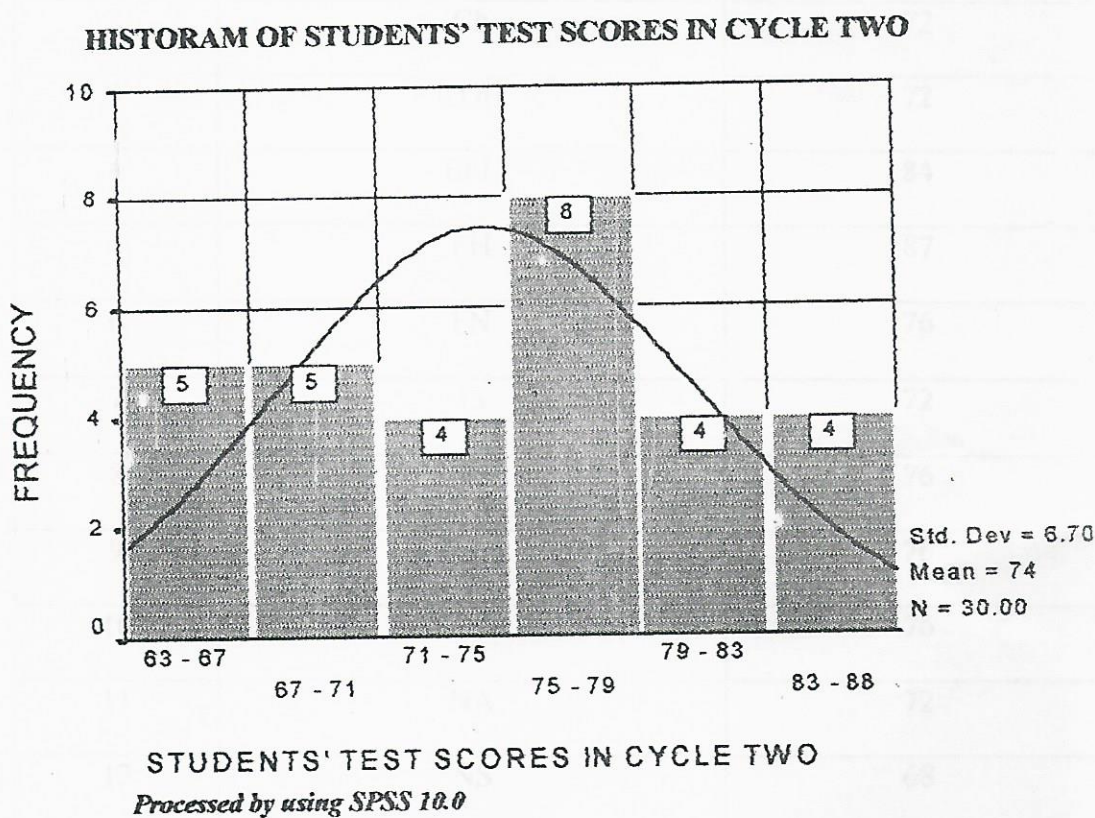
**FREQUENCY DISTRIBUTION OF SCORES IN CYCLE TWO**

CYCLE TWO		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64.00	3	10.0	10.0	10.0
	65.00	2	6.7	6.7	16.7
	70.00	5	16.7	16.7	33.3
	72.00	4	13.3	13.3	46.7
	75.00	3	10.0	10.0	56.7
	76.00	5	16.7	16.7	73.3
	80.00	4	13.3	13.3	86.7
	85.00	2	6.7	6.7	93.3
	87.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The table pictures out that the students who got scores 64 to 65 are only five students ( 16,7 % ) and 25 students ( 83,3 % ) got 70 up. It means that this result is better than cycle one test scores. It can be categorized that the applied technique in cycle two is still effective, because it gives an increasing on students' test scores.

The following is an illustration of the scores on a graph.

Figure 2



The histogram above reflects the effectiveness of the applied technique in learning teaching process, whereas the students scores are in progress even they have



slightly different in numbers, and the curve of scores is a normal curve like in cycle one

**Table 6**

**STUDENTS' TEST SCORES IN CYCLE THREE**

<b>NO</b>	<b>INITIAL' NAME</b>	<b>SCORES</b>
1	AS	82
2	Ch	72
3	CDH	72
4	EFL	84
5	FH	87
6	FN	76
7	JS	72
8	K	76
9	LP	76
10	M	76
11	NA	72
12	NS	68
13	NHS	96
14	NH	84
15	PS	80

16	RM	62
17	SF	75
18	SFB	80
19	SR	80
20	SRA	96
21	SW	75
22	S	64
23	Sk	72
24	SD	70
25	SKP	76
26	TA	80
27	WL	70
28	YK	82
29	YHD	68
30	FS	64

The frequency of scores can be seen in the following table.

Table 7

## FREQUENCY DISTRIBUTION OF SCORES IN CYCLE THREE

CYCLE THREE		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62.00	1	3.3	3.3	3.3
	64.00	2	6.7	6.7	10.0
	68.00	2	6.7	6.7	16.7
	70.00	2	6.7	6.7	23.3
	72.00	5	16.7	16.7	40.0
	75.00	2	6.7	6.7	46.7
	76.00	5	16.7	16.7	63.3
	80.00	4	13.3	13.3	76.7
	82.00	2	6.7	6.7	83.3
	84.00	2	6.7	6.7	90.0
	87.00	1	3.3	3.3	93.3
	96.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

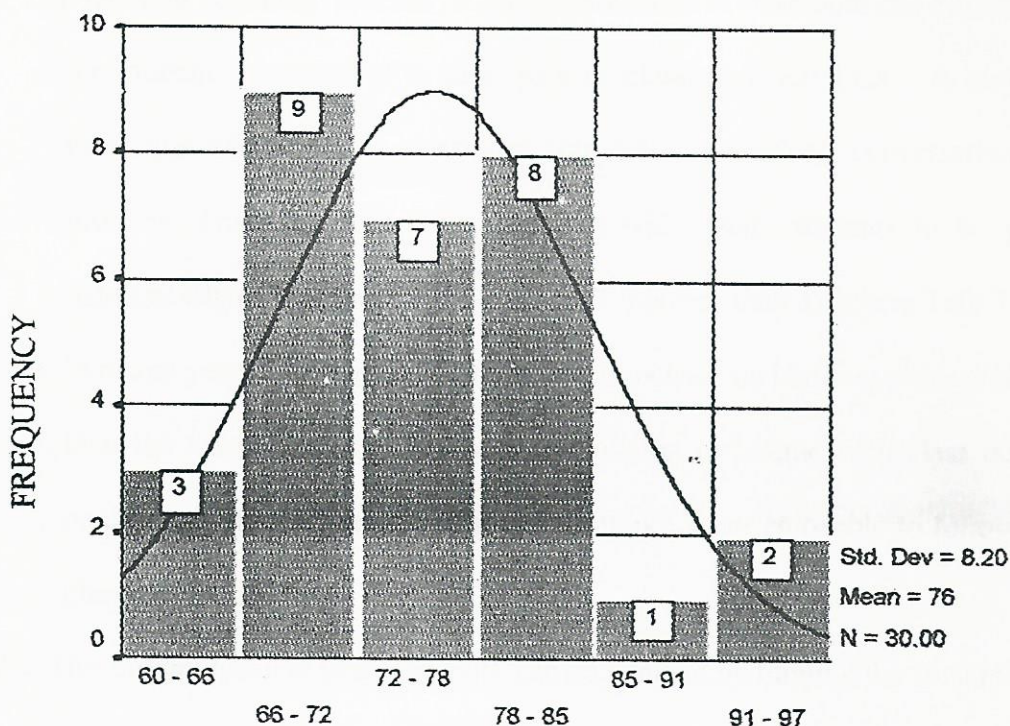
*Processed by using SPSS 10.0*

The table illustrates that there are 5 students ( 16.7 % ) who got below 70 and 25 students ( 83.3 % ) from the whole students got 70 up. This also means that the technique is still effective in cycle three. To get more distinct about the increase of students achievement , the following graph will give us general pictures about the students' scores.

Figure 3

## HITOGRAM OF STUDENTS' TEST SCORES IN CYCLE THREE





### STUDENTS' TEST SCORES IN CYCLE THREE

*Processed by using SPSS 10.0*

In addition, the description of students scores in cycle three can be seen in the histogram above whereas there is a progress in students' test scores. We can see that the scores in each cycle are in advance even they have slightly difference but it still shows the effectiveness of the class debate technique in language teaching specially on conversation subject.

#### 4.2 . Discussion

With reference to the research finding from the three cycles. There are some pints of discussion for further studies.

4.2.1. In learning Teaching process , a good atmosphere in classroom can influence the students' interesting to take part in classroom activities. A suitable technique will affect to classroom activities. In teaching conversation for instance, Traditional teaching technique will lead students to be good listeners where Students Talk Time ( STT ) is less than Teachers Talk Time. In recent years language teaching has been focused on learning process rather than the teaching of the language. Simulation technique with class debate could bring students feel interesting and they seem enjoyable to follow the classroom activities.

4.2.2. The communicative language skill can be attained by training the students to speak naturally. Teachers should not teach students with structured dialogue because they will not be able to use the language in real life. Livingstone said that simulation is often a problem solving activity to which the student brings own personally, experience and opinion ( Living stone:1983 ). It is denoted that teaching conversation should be carried out in natural communication.

4.2.3 A oral test can be designed to measure the degree of students' level of speaking ability. The components of the evaluation on speaking ability proposed by Harris ( 1983 ) are as follows:

- (1)Pronunciation ( including the segmental features vowel and consonants and the stress and the intonation patterns ), ( 2 ) Grammar, (3) Vocabulary,
- (4) Fluency, (5) comprehension.

4.2.4. Teaching conversation should be conducted in relax. Teachers do not need to ask students to listen more than speaking. Let them talk each other in group work.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusions

After analyzing the data in the previous chapter, the writer comes to the conclusion as follows:

1. The application of the simulation with class debate did effective works. It was seen most of students felt challenging and interesting to follow the learning teaching process in the classroom
2. Simulation technique with class debate create the classroom atmosphere alive.
3. The simulation technique with class debate in teaching conversation can increase the students achievement in speaking. It denoted with the percentage in cycle one there are 76.6 % ( 23 students ) from the whole students got scores 70 up, in cycle 2, there are 83.3 % ( 25 students ) from the whole students got scores 70 up, and in cycle three the percentage of students who got scores 70 up are 83.3 % ( 25 students ).

#### 3.1. Suggestions

Based on the above conclusions it is suggested that

1. The Language teachers can apply the simulation technique with class debate in teaching conversation specially for college students.

2. The educators of language teaching should create the classroom atmosphere alive to facilitate the students' interesting in learning English particularly in conversation class.
3. The other researchers can investigate the other kinds of simulation technique such as Drama, Talk show dealing with conversational teaching.

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## APPENDIX 1:

### Oral-English Rating Sheet

Student: \_\_\_\_\_ Rater : \_\_\_\_\_ Date : \_\_\_\_\_ Score : \_\_\_\_\_

#### Pronunciation

- 5. Has few traces of foreign accent.
- 4. Always intelligible, though one is conscious of a definite accent.
- 3. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
- 2. Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
- 1. Pronunciation problems so severe as to make speech virtually unintelligible.

#### Grammar

- 5. Makes few ( if any ) noticeable errors of grammar or word order.
- 4. Occasionally makes grammatical and / or word -order errors which do not, however , obscure meaning.
- 3. Makes frequent errors of grammar and word order which occasionally obscure meaning.
- 2. Grammar and word- order errors make comprehension difficult. Must often rephrase sentences and / or restrict himself to basic patterns.
- 1. Errors in grammar and word order so severe as to make speech virtually unintelligible.

#### Vocabulary

- 5. Use of vocabulary and idioms is virtually that of a native speaker.
- 4. Some times uses inappropriate terms and / or must rephrase ideas because of lexical inadequacies.

- 3. Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
- 2. Misuse of words and very limited vocabulary make comprehension quite difficult.
- 1. Vocabulary limitations so extreme as to make conversation virtually impossible.

### **Fluency**

- 5. Speech as fluent and effortless as that of a native speaker.
- 4. Speed of speech seems to be slightly affected by language problems.
- 3. Speed and fluency are rather strongly affected by language problems.
- 2. Usually hesitant; often forced into silence by language limitations.
- 1. Speech is so halting and fragmentary as to make conversation virtually impossible.

### **Comprehension**

- 5. Appears to understand everything without difficulty.
- 4. Understands nearly everything at normal speed, although occasional repetition may be necessary.
- 3. Understands most of what is said at slower than normal speed with repetitions.
- 2. Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
- 1. Cannot be said to understand even simple conversational English.



## APPENDIX 2

### Scenario one:

#### Topic: A ONCE IN A LIFE TIME OPPORTUNITY

Tina and Leo were married four years ago. Tina used to be a secretary, but since they had a baby, she hasn't worked regularly. However, she helps out economically by occasionally baby – sitting or working as a seamstress for nearby boutique.

Leo has worked for the Seneca Oil Company for the past five years. Recently the company offered him a two-year research position in a Middle Eastern country at a high salary. He is delighted with the increase in salary and the opportunity to live in another country.

However. There is one drawback to this promotion. According to the company rule, he will have to leave his family behind. Unfortunately, there is a shortage of living quarters, and Leo will have to share his apartment with another engineer. The company has given him two weeks to make up his mind. Tina feels that Leo is being selfish. She dreads the responsibilities of managing the family and home from the money that Leo will send her.

Leo, on the other hand feels that this is his once in a- life- time opportunity.

#### ORAL INTERACTION:

1. What do you think Leo should do ? give your reason.
2. How would this situation change, if Tina had been the one who had the career and this opportunity ?
3. Some International companies encourage their employees to take their families when accepting a position abroad. Others, as in this story, ask their employees to travel alone because of circumstances. What do you think are the reason behind both of these policies ?
4. What are Leo's two stated reasons for wanting this job ? Can you think of other possibilities ?
5. Describe situations in which a separation in a marriage is profitable, wise, or necessary ?

## APPENDIX 3

### Scenario two:

#### Topic: LEAVING HOME

Tears were forming in the mother's eyes. The father's voice was loud and harsh. They already knew the outcome of this bit dialogue with their son.

*Father* : You're not old enough to leave home

*Son* : I am, too. I just turned twenty- one

*Mother*: But who will take care of you ?

*Son* : I'll take care of my self. I can cook and clean.

*Father* : You're too immature

*Son* : But, Dad. I have a job. I can make it on my own.

### ORAL INTERACTION:

- If you were the son, why would you want to leave home at twenty- one ?
  - If you were a parent, why would you not want your son to leave home at twenty- one ?
- If it were a daughter leaving home, would there be any difference in parental attitudes? If so, how ?
- What do you think of the difference between adolescence and adulthood ?
- The change from adolescence to adulthood is one of the most difficult ones in life. Mention some of the conflicts between parents and adolescents wishes ? ( include the reason )
- One of the parental roles is to guide children toward success and happiness in life. How can parents best do this without becoming troubles or jealousy in family ?



## APPENDIX 4

### Scenario Three

#### Topic: A DISTANT WAR

Imagine that you are in a war. You are a soldier serving your country. Perhaps you agree or disagree with the causes of the war. However, these really do not matter once up until now, neither you nor your family has never been directly affected by these causes.

You are very far away from home relaxing for a minute and thinking about your wife and children. Suddenly you see a person with a knife creeping silently toward your best friend who is sitting under a tree, about fifteen meters opposite you writing a letter. The person with the knife is a woman. Behind her are two other people, a woman and an older man. They are behind her in the bushes about twenty meters on your left and older man is carefully loading a machine gun.

#### ORAL INTERACTION:

1. In this situation what would you do to save your self ? to save your friend ?
2. Why do you think the woman and the older man are trying to kill the soldier ?
3. Do you think the soldiers and the natives are enemies ? if yes why / If no why ?
4. How has this war probably affected this family ? These soldier ?
5. What are some the probable causes of war ?



