

PEDAGOGIKA

Jurnal Ilmu Pendidikan

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STUDENTS' ACHIEVEMENT IN SPEAKING
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Redaksi menyadari bahwa diperlukan elaborasi eksistensi dan konsistensi dalam pengembangan edisi yang akan datang, dengan rasa keterbatasan dan kemampuan, penulis berharap tegur sapa dan kritik dari segenap pembaca demi perbaikan selanjutnya.

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ABSTRAK

Thematic Simulation method is a method that helps the students speak English bravely, without nervous and scared. The form of thematic simulation is a game like snake and ladder which is played by the students based on theme or sub theme of their subject. Thematic Simulation has unique form with some pictures and it is colorful, therefore it is attractive for the students. The problem statement in this research is "Can the thematic simulation method influence significantly the students' achievement in Speaking?"

The objective of this study is to find out whether the thematic simulation method can influence significantly students' achievement in speaking or not. This research uses the quasi-experimental method which is designed to the one group of Pre test and Post test. In this design, the students are given two tests: a pre-test given prior to the study, and a post-test administered after the experimental instruction.

In verifying the hypothesis of this research, t-test is used and found that t_{count} is small than t_{list} or $(-5,452 < 0,173)$. This result showed that the students' achievement in speaking could be improved significantly by using thematic simulation method. Moreover, students' self-confidence also increases, so they could express their ideas in speaking form.

The findings in this study prove that the thematic simulation method can influence the students' achievement in speaking.

Keyword: Thematic simulation method, speaking skills, students' achievement

I. INTRODUCTION

Speaking is an essential part of second language learning and teaching. Regardless of its importance, for many years, teaching speaking has been underrated and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the objective of teaching speaking should improve students' communicative skills, since students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Harris (1969:81) states "speaking is a complex skill requiring the simultaneous use of number abilities and there are some important components in speaking skills, such as: pronunciation, grammar, vocabulary, fluency, and comprehension."

Developing the students' ability in speaking English depends on teacher's ability to guide the students. Teacher has many obstacles in teaching English and has a duty to transfer the information and knowledge to the students in order to require the information rapidly and thoroughly. However, students face some difficulties in learning English and these difficulties influence their ability and achievement.

Based on my teaching experience in teaching speaking skills at some high schools and private courses in Gorontalo, almost all the students could not speak English, even though they were categorized as clever students. Most students have

problem in speaking ability such as, they do not have bravery to speak because they are afraid to make mistakes and they do not have self-confidence. Other reasons are because of bad pronunciation, not fluent, bad structure/grammar and lack of vocabulary. Other problem faced by teacher is to make students to speak up. Although they are given encouragement and expressions to help them speak smoothly, sometimes it is just difficult for them to speak. This is caused by their lack of practice outside the class. They tended to rely on the class meeting to make them to be able to speak fluently while the class only given twice a week for 180 minutes. Therefore, students need to be exposed to English speaking environment in order to speak fluently. Furthermore, the interview with the English teachers at some schools was conducted in order to know teachers' strategy and method to teach speaking. Most teachers explained that they give copies of the material to the students and asked them to practice the dialogues. After that, students answered questions on the sheet in written form only.

Based on the experience above, it can be assumed that speaking subject taught in schools is not the real speaking class but rather parrotting and writing. The teacher did not give the students the chance to create their own conversation based on the material. They only gave them the material and they answered the questions in written form. Hence, the students were not really practicing spoken English. If the students are required to master