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SIMULATION TECHNIQUE TO IMPROVE STUDENT'S VOCABULARY IN SPEAKING

Abstrak

Tujuan penelitian adalah untuk menggambarkan apakah Simulation Teknik memberikan efek yang signikan tehadap penguasaan vocabulary mahasiswa. Penelitian ini merupakan penelitian quasi eksperimen yang dilaksanakan pada mahasiswa semester 1, Program Akuntansi tahun ajaran 2020/2021. Data dikumpulkan melalui tes lisan dan dianalisis dengan menggunakan t-test. Hasil penelitian tersebut menunjukkan bahwa: (1) terdapat perbedaan vocabulary mastery yang signifikan antara pre-test dan post-test yang diberikan pada kelas eskperimen dengan menggunakan teknik simulasi, (2) terdapat perbedaan vocabulary mastery yang signikfikan antara pre-test dan post-test yang diberikan pada kelas kontrol dengan menggunakan teknik small group discussion, (3) tidak terdapat perbedaan vocabulary mastery yang signifikan antara post-test kelas eksperimen dengan post-test kelas control.

Kata kunci : Peningkatan, Kosa Kata Mahasiswa , Teknik Simulasi

Abstract

The aim of the research is to describe simulation technique, whether it has a significant effect on students' vocabulary mastery or not. This research is a quasi-experimental research carried out on first semester students of the Accounting Program for the 2020/2021 academic year in West Sumatra University. Data was collected through an oral test and analyzed using a t-test. The results of this research show that: (1) there is a significant difference in vocabulary mastery between the pretest and post-test given in the experimental class using simulation techniques, (2) there is a significant difference in vocabulary mastery between the pretest and post-test given to the control class using small group discussion techniques, (3) there was no significant difference in vocabulary mastery between the experimental class post-test and the control class post-test. Thus, it can be concluded that the simulation technique applied to the experimental class could solve the problem of students' vocabulary mastery in the speaking class.

Keywords: Simulation Technique, Improvement of Students' Vocabulary

INTRODUCTION

Theoretically, the language performance covers four basic skills; they are listening, speaking, reading, and writing. Speaking is the perfect way to express something in someone's mind for the different purposes, such to establish rapport or to engage in the friends, to seek or express opinion, to persuade someone about something, or clarify information (Richards & Renandya (2022). In addition, (H Douglas Brown, 2004) mentions that speaking skill can be categorized into six components: grammar, vocabulary, comprehension, fluency, pronunciation, and task. Grammar pays attention to students' ability in using the grammar. Vocabulary is stressed on the students' ability in determining the word choice to be used in speaking. Comprehension is focused on students' ability in understanding conversation, topic and question. Fluency is stressed on the speed of students' speaking whether it is slow, fast, or the speaking like the native, while pronunciation is focused on pronouncing the words correctly. The last component is task which is used to indicate the students' performance through formal and informal conversations on practical, social, and professional topics.

Among those speaking skill components, vocabulary mastery is the important part that learners manage first (Rao, 2019). Because of its important part in the process of learning

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speaking, this research is more specified to the vocabulary component point of view. One who has an idea, opinion, or thought in his mind will do very little thing in his or her interaction if he or she has no word or limited words. So, a student will be more talkative if he or she has good vocabulary mastery because vocabulary is a tool of thought,self-expression, translation and communication. However, (Ghafar & Raheem, 2023) state that Speaking ability is a difficult skill for students because in speaking they have to be able to express their ideas and thoughts verbally. Students often need help to express themselves clearly in a foreign language, therefore learning techniques are needed that are able to explore it.

The following were the speaking problems faced by the students concerning with the lack of vocabulary mastery. First, students had difficulties in speaking practice. Because of their limited vocabularies, they became inhabited to speak English in the class, and afraid of making mistakes. Second, the lack of vocabulary mastery has an impact to the improvement of the other speaking skill components. Third, the different pronunciation between English and students' mother tongue makes them difficult to have good fluency in speaking.

To solve those students' problems,interesting techniques have to be applied. One of them is the simulation technique. This technique is much helpful to increase students' vocabulary mastery because the process of simulation technique requires students broaden their own vocabularies (Orlich, 1985) and (Wills et al., 2020).Furthermore, he describes that simulation is divided into three components: models,exercises,and instruction. Models tend to be an inactive part. They do not interact with the participants; they remain static, but do resemble some dimension of reality. Globe of the world, pictures, drawings, maps, some case studies, and the real objects are the examples of the inactive simulation models. These models are needed for the students to make them easier to describe or explain something to the class, especially in development and activity process.

 In communication process, the listener can understand the speaker's thought, expression, or translation with the correct vocabulary used although his or her grammar rules are not properly correct. This idea is in line with the one as proposed by (Thornbury, 2002), by quoting the linguist, David Wilkins, says that one could describe few things without grammar, but he or she could convey nothing without vocabulary. Looking at the important part of the vocabulary in a successful speaking as stated above, it should be realized that the vocabulary teaching should attract students' interest to improve their vocabulary acquisition in which its advantage is not only for speaking, but also for other aspects of the language skills. So, it can be said that vocabulary is the key to communication. Acquiring vocabulary also allows students to develop other skills. The more words students know, the more they learn. Because of having more vocabularies, learners will be confident and satisfied about their language skills and encourage them to practice their English communication.

According to(Moghadam et al., 2012), vocabulary is very important in language learning activities because it is closely related to every aspect of learning Language. .For example when studying reading, students must know the meaning of each vocabulary of the text itself in order they can understand the content of the text being read. Besides, In learning speaking, students also must understand the meaning of vocabulary in order they can communicate meaningful. Then, in studying listening, students must also know the meaning of vocabulary in order they can understand what they hear. Also, in studying writing , in this case students must understand the meaning of vocabulary in order they can write well. Thus, vocabulary can be called as breath of language, because without vocabulary there would be Simulation techniques can make students experience the content being studied directly. They can participate and experience an event directly, being involved in a situation that is designed to be as real as possible. Of course, if learning can provide direct experience to students, it will stick and be easy for students to understand because they have real experience which might help them to understand abstract things, even through analogies. Apart from that, this simulation technique can provide students with active learning activities thereby creating motivation to want to learn (Angelini M.Laura & García-Carbonell Amparo, 2019).

The actual simulation is more complex because in this technique, students can bring items to class to create a realistic environment. For example, if the topic to be studied is vocabulary about vegetables, students can act as salespeople by bringing real examples of vegetables. So, simulation makes students participate more actively in the learning process because this activity

provides a platform for them to be creative and communicate more communicative contextually. Apart from that, this simulation technique is also able to increase students' self-confidence because in the learning process students play roles, trying to perform while practicing vocabulary that is appropriate to the material being discussed. So students will be able to speak English actively, creatively and confidently.

According to (Rao, 2019) at the exercise component, the activity is designed to allow the students to interact with someone in either a physical or a social manner. Meanwhile, the instructional simulation involves the students in various functions. The components mentioned above reveal that simulation technique can improve students' vocabulary mastery and speaking ability. Therefore,simulation technique is chosen in this research to solve students' vocabulary in speaking. Furthermore,this research is to know the improvement of the first students' speaking ability in West Sumatra University Pariaman at 2020/2021 academic year.

METHODOLOGY OF STUDY

The design of this research was a quasi experimental research. Experimental research is a form of quantitative research. It compared the result of two-research groups.The researcher manipulated   the independent variable then controlled other variable and observed the effect of dependent variable. In this case, simulation technique is used as the independent variable which control relevant variable called small group discussion technique, while Students' vocabulary mastery is the dependent variable. Experimental research is the only type of research that can test hypotheses to establish cause and effect relationships.

According to L.R.Gay Geofrfrey E.Mills (2018) experimental research is done to show the event or condition. X (an independent variable) can cause or modify event or condition Y (a dependent variable). An experimental study typically involves a comparison of two groups or more. Furthermore, L.R.Gay Geofrfrey E.Mills (2018). states that the experimental comparison is usually one of three types: (1) comparison of two different approaches (A versus B), (2) comparison of a new approach and the existing approach (A versus no A), and (3) comparison of different amount of a single approach (a little of A versus a lot of A). Based on the statement above, the researcher decided that this research had type one which compared two different approaches.

The population of this research was the first semester students of West Sumatra University Pariaman in Accountancy program and 2020/2021 academic year. There were 72 students altogether which were classified into three classes but there were two classes which are taken as the sample; 1A class as the experimental class, and 1B as the control class. Each class consists of 23 students. They were selected by using cluster random sampling. The instrument of the research was speaking test, which was given before and after the students got the treatment. The data were analyzed by using T-Test and based on criteria of Brown (2004)

RESULT AND DISCUSSION

The following are the findings of the research based on the hypothesis made; the first is the finding relating with students' vocabulary improvement at the experimental class. The second is the one relating with students' vocabulary improvement at the control class. The last is the finding of students' vocabulary improvement by comparing the post- test score between the experimental and control class. In the research, small group discussion technique was used in control class. Meanwhile, simulation technique was used in experimental class. In the first finding, the data of students' vocabulary score are described in table bellow:

Table.1 Pre-test and Post-test Score of Students' Vocabulary in Experimental Class

Description	N	x	To	Tt	Note
Pre-test	23	2.74	4.51	2.07	Significant
Post-test	23	3.57			

Table above reveals that t-observed is higher than t-table. It means the simulation technique applied to the   experimental class is effectively proven to improve the acquisition of

students' vocabulary. In the second finding, the data of students' vocabulary score of the control class are also described in table below:

Table 2. Pre-test and Post-test Score of Control Class

Description	N	x	To	Tt	Note
Pre-test	23	2.87	2.56	2.07	Significant
Post-test	23	3.17			

Table above reveals that t-observed is higher than t-table. It means the small group discussion technique applied to the control class is also effectively proven to improve the acquisition of students' vocabulary. In the third finding, there is the data of students' vocabulary scores at the post-test for both experimental and control class which aim to find out the effectiveness of the simulation technique compared to the small group discussion technique. Below is the table of post-test score of the students' vocabulary for both experimental and control class.

Table.3 T-test of Students' Vocabulary for both Experimental and Control Class

Description	N	x	To	Tt	Note
Experiment	23	3.57			No Significant
Control	23	3.17	1.53	2.02	

Based on analysis of hypothesis testing by using t-test, it was computed that mean of students' vocabulary score of the post-test at the experimental class was 3.57, and mean of students' vocabulary score of the post-test at the control class was 3.17. The   t-observed was   1.53. Corresponding t for df 44 required for significance at the .05 level was 2.02. Since t observed = 1.53 was lower than t table = 2.02, it could be concluded that there was not a significant difference between the post-test score of the experimental class and the post-test score of the control class.''

CONCLUSION

Based on the finding of the research, it can be concluded that the simulation technique applied to the experimental class could solve the problem of students' vocabulary mastery in the speaking class. It is supported by (Orlich, 1985) he said that the simulation class is designed to allow the students to interact with someone in either a physical or a social manner. But, the simulation technique implemented to the experimental class is not proven that it gives a significant effect toward the improvement of students' vocabulary mastery than small group discussion technique.Based on the research result, discussion, and the conclusion at the previous, the researcher would like to propose some suggestions that It is recommended for the English teacher to apply this technique in teaching speaking especially in improving students' vocabulary mastery. And Since this research was only limited on implementing the simulation technique toward the improvement of students' vocabulary mastery, it is suggested that other researcher should attempt to conduct the other technique.

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