

**SIMULATION TECHNIQUE
USED BY THE TEACHER IN TEACHING SPEAKING
FOR 12TH GRADE OF HOTEL ACCOMODATION
MAJOR STUDENTS AT SMKS 3 IDHATA
KELOMPOK PARIWISATA DAN KESEHATAN
CURUP
THESIS**

This Thesis is Submitted to Fullfill the Requirement for 'sarjana' Degree in
English Language Education



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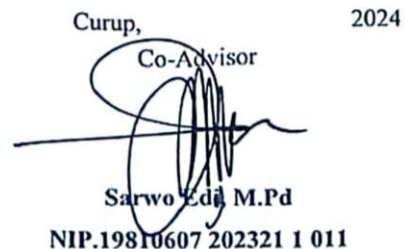
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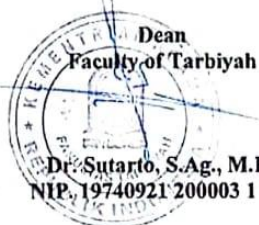
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PREFACE

All praises be to Allah SWT, help and support from all of lecturers, family and friends that the researcher had finally finished writing her thesis entitled **“Simulation Technique used by the Teacher in Teaching Speaking for 12th Grade of Hotel Accommodation Major Students at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup”**.

This thesis is submitted as a part of the completion for undergraduate degree of Strata 1 (S1) in English Study Program of State College for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore the researcher really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the Researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup, February 2024

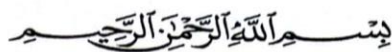
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The researcher finished this thesis entitled **“Simulation Technique used by the Teacher in Teaching Speaking for 12th Grade of Hotel Accomodation Major Students at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup”**. This thesis is presented in order to fullfill of the requirement for the degree of Strata I in English Study Program on IAIN Curup. In this process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution, and motivation from the others. Here the writer would like to presents her deepest appreciation to:

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Finally the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in English Study Program. For acknowledgement above and those are not mentioned, may Allah SWT give them the best reward.

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Curup, February 2024

The researcher



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MOTTO

“The future is yours, so, do your best and don't give up....”

~

“Don't stop doing good things....”

~

“... Maka sesungguhnya bersama kesulitan ada kemudahan.

Sesungguhnya bersama kesulitan ada kemudahan ...”

(Q.S Al-Insyirah 94: 5 & 6)

~

“... dan hanya kepada Tuhanmulah engkau berharap ...”

(Q.S Al-Insyirah 94: 8)

ABSTRACT

Rima Surya Ningsasi : Simulation Technique used by the Teacher in Teaching Speaking for 12th Grade of Hotel Accomodation Major Students at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup

Advisor : Jumatul Hidayah, M.Pd

Co-Advisor : Sarwo Edy, M.Pd

Speaking English being the essential skill for students who take Tourism Program especially for Hotel Accommodation Major students because English is the International language for interaction with the visitors from the other country. However, the students often encounter distinct challenges in developing their speaking skills. To solve this problem, the teacher at SMKS 3 IDHATA using simulation technique as the strategies for teaching speaking where students engage in role-playing or real-life scenarios and projects to practice and develop their speaking skills. The descriptive research focuses on the implementation and problem faced by the teacher during implementation simulation activity for the 12th Hotel Accommodation Major students academic year 2021/2022. The methodology included interviews and observations to the one English teacher to comprehend the English teaching process. In analyzed the data, the researcher reduction of data, presentation data, the withdrawal of conclusions or verification. So we can find that the teacher implementation simulation activity by apply three important phases that are Orientation, Simulation, and De-briefing and there are also three main problems faced by the teacher in implement the simulation activity; first, time constraint, the second, the selection of appropriate simulation activity, the last was operational problems.

Keywords: *Simulation Activity, Vocational high School, Hotel Accommodation major*

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CHAPTER I

INTRODUCTION

A. Background of the Research

Vocational school is a special school that teaches specific skills required to perform a particular job. As it is described by Clarke and Winch that vocational education is a comprehensive variety of courses or skills that assist students' preparation for work. Its scope is limited to training students of all ages for employment, a phase that is frequently seen as technical and practical.¹ This kind of school was designed to prepare the students to be ready to work directly after they graduate. In Indonesia, vocational education refers to the application of formal education at the secondary level as known as Vocational High School (SMK), which offers a variety of programs such as Mechanical, Automotive and Electrical Engineering, Accounting, Tourism, Business Culinary, Multimedia, Business Travel Program, etc.

One of the majors with an increasing number of enthusiasts is Tourism majors. In Indonesia, tourism business gave big contributors for national income. Based on Subiyanto and Darmawan opinion, tourism sector has a significant economic impact, generating revenue for the country while also offering several job possibilities in a variety of areas, including hotels, restaurants, and "labor-intensive" tourism travel firms.

¹ Clarke, Linda and Winch, Christopher, *Competence-Based Vocational Education and Training (VET), Vocational and Learning*, 2008

These services need a highly trained and competitive staff.² It attracts millions of foreign and domestic tourists, and provides job opportunities for millions of others. Tourism sector is one of the most rapidly expanding industries.

One part of tourism program is Hospitality or Hotel Accommodation Major. For this scope, the English communication skill is very important for the students of this program. According to Pakpahan, when English is the most frequently spoken language on the planet, tourism students with strong English skills are more employable in work.³ English as international language plays an important role as lingua franca in the international interaction. So it is very important for students who are majoring in Hotel Accommodation Majors to understand and speak English well to communicate with the hotel visitor especially for the visitors who come from various countries.

To be competent in English means that students should master the four English skill, namely listening, speaking, reading, and writing. Speaking being essential skill for students to show that the students master in English or not. However, many students and teachers assume that learning and teaching speaking in English is difficult. Bailey states as cited in Nunan, said that there are three reasons why students assume that speaking is difficult. In that case, teachers are supposed to be creative in

² Subiyanto and Sumantri, Dramawan, *Curriculum of Indonesian Tourism Vocational School, Indonesian Journal of Educational Review*, 2020

³ Pakpahan, Ruth Olivia, *Improving English Skill of Tourism Vocational High School, Research on English Language Teaching in Indonesia*, 2018

developing their teaching learning process to create good atmosphere, improve the student's speaking skill, give attention to the elements of speaking and make the English lesson more exciting.

Teaching speaking skills in a vocational high school setting involves a dynamic and tailored approach that addresses both the professional and personal needs of students. Recognizing the practical nature of their future careers, the instruction should emphasize effective communication techniques that align with industry standards⁴. This includes honing specific vocabulary, jargon, and communication styles relevant to their chosen vocations. Beyond technical aspects, fostering confident and articulate expression is vital, enabling students to convey ideas clearly to colleagues, clients, and superiors. Incorporating interactive activities like role-plays, debates, and presentations not only enhances fluency but also nurtures teamwork, critical thinking, and problem-solving. Moreover, integrating real-world scenarios and projects from their fields of interest facilitates authentic practice. By creating an engaging and supportive environment, educators can empower vocational students to develop robust speaking skills that empower their professional growth and overall communication competence.

In general, teaching speaking skills in vocational high schools can present various challenges unique to the context of preparing students for specific industries and careers. One primary issue is the diversity of career

⁴ James Arthur (2013). Teaching English for Vocational Standard. University Press.P.127

paths within the vocational realm, which demands tailored approaches to teaching speaking that cater to various sectors like healthcare, technology, or trades.⁵ Additionally, limited time constraints and an emphasis on technical training can overshadow the importance of soft skills like communication, making it challenging to allocate sufficient time for speaking practice. Engaging students who might have varying levels of interest in traditional classroom activities can also be a hurdle, requiring creative methods to maintain their attention and motivation. Furthermore, the availability of up-to-date resources, such as industry-specific materials and interactive technology, could be limited. Overcoming these challenges necessitates a balance between practical job-related content and fostering effective communication techniques, all while accommodating the diverse needs and aspirations of vocational students. It can be concluded that a strategy to enhance students' speaking skills in vocational high school level.

One of the strategies that can be used is simulation. Simulation in teaching speaking refers to a pedagogical approach where students engage in role-playing or real-life scenarios to practice and develop their speaking skills in a controlled and immersive environment⁶. This technique aims to simulate authentic communication situations that students might encounter in their future professional or personal lives. In the context of vocational high schools, simulations can be designed to reflect scenarios relevant to the students' chosen fields. For instance, a nursing student might engage in a

⁵ J. Marrison (2016). *Challenge in Teaching Speaking for ESP Perspectives*. Longman Press. P.89

⁶ Crook in David (2016). *Simulation in Teaching Speaking*. Longman Press. P.78

simulation where they have to explain a medical procedure to a patient, while a culinary arts student might participate in a simulation where they present a new dish to a group of potential customers.

The utilization of simulations in teaching offers a myriad of invaluable benefits that significantly enhance the learning experience. By immersing students in lifelike scenarios reflective of their chosen vocational paths, simulations provide a dynamic bridge between theoretical knowledge and practical application. This approach fosters deeper understanding and engagement, as students actively employ their speaking skills in contextually rich situations. Through role-playing and interaction, simulations cultivate essential soft skills such as critical thinking, problem-solving, and adaptability, thereby preparing students for the multifaceted demands of their future careers. Moreover, simulations boost confidence by allowing learners to practice communication techniques repeatedly, gradually refining their language fluency, coherence, and persuasive abilities. The collaborative nature of simulations nurtures teamwork and peer learning, enriching the educational environment. As students receive feedback on their performance, they develop a heightened self-awareness that further catalyzes improvement. Ultimately, the incorporation of simulations transcends traditional teaching methods, equipping vocational students with a holistic skill set that empowers them to excel as effective communicators in the professional realm and beyond.

The researcher has found similar case at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup. Based on researcher observation at 27 Juli 2022, the reasons why the students said that speaking is difficult to learn. The teacher said that the first reason is because in the context of vocational high schools, students often encounter distinct challenges in developing their speaking skills. One notable issue stems from the technical and specialized nature of their chosen fields, where a significant portion of the curriculum focuses on vocational training. As a result, students might find limited time and resources dedicated to fostering effective communication skills. Additionally, some learners might exhibit apprehension about practicing speaking in front of peers, especially when industry-specific terminology and jargon are involved. The pressure to acquire vocational expertise might overshadow the importance of honing general speaking proficiency, leading to potential communication gaps. Moreover, students might lack exposure to real-world communication scenarios they could encounter in their future careers. This can hinder their ability to confidently interact with colleagues, clients, supervisors, and visitor. Addressing these challenges necessitates a well-balanced approach that integrates speaking practice into vocational education, provides a supportive and inclusive learning environment, and emphasizes the transferability of communication skills across various professional settings.

To solve this problem, the English teacher at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup apply simulation activity to help

students in learning and motivate them to speak English. According to Harmer, there are many activities can applied in teaching English which can promote students speaking skill, such as communication games, acting from the script, discussion, prepared talks, questionnaires, and role play and simulation.⁷ Based on the researcher observation, the teacher using simulation activity to solve students problems in speaking skill. According to Brown, simulation is an activity involving complex interaction based on simulation real life and experiences.⁸ In apply simulation activity, the students are faced with the same situations and conditions with the material that they have learned. By apply this activity, especially for Hotel Accomodation Major students, they can communicate as well as the realistic environment that they will face in their future job. This way can make students enjoy and have fun, so they can speak bravely and confidently because it close with their major.

Based on the phenomenon above, the researcher interest to investigate about how is the using simulation activity in teaching-learning process especially for students speaking performance by decided the research entitled become **“Simulation Technique used by the Teacher in Teaching Speaking for 12th Grade of Hotel Accomodation Major Students at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup”**.

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 4th edition), 2002, p. 348 – 352.

⁸ Brown Douglas, *Teaching by Principles, Second Edition*, Englewood Cliffs, Nj. Prentice-Hall, 2000, p. 135.

B. Research Question

Based on the background of the research above, the problem formulated in this study are:

1. How is the implementation of simulation activity for students speaking performance for 12th grade of Hotel Accommodation Major students at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup?
2. What is the problem that teacher faced in implementing simulation activity for students speaking performance for 12th grade of Hotel Accommodation Major students at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup?

C. Objective of the Research

Based on the reserach question above, the researcher concluded that the objective of the research are:

1. To know how the implementation of simulation activity for students speaking performance for 12th grade of Hotel Accommodation Major students at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup.
2. To know what problem that faced by the teacher in implementing the simulation activity for students speaking performance for 12th grade of Hotel Accommodation Major students at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup.

D. Significant of the Research

The significant of this research are as follow:

1. The other researcher

The researcher hope that the result of this research will give additional information to investigate and analyze the aspects of the using simulation activity and the problem faced by the teacher in implement the simulation.

2. Reader

The result of this research hopefully can give reader more information and contribute in improving their knowledge around the using of simulation activity and what solution for the teacher if they meet some problems in implement simulation.

3. For the Teacher

It enables for the teacher to get information about simulation activity and to select a suitable technique and environment in teaching English. By apply simulation activity, the students can communicate as well as the realistic environment and make the students enjoy the class.

E. Delimitation of the Research

The scope of the research should be restricted, so that the issue being investigated is not too broad and the research is successful. This research was limited to the used of simulation activity for students speaking

performance for 12th grade of Hotel Accommodation Major students at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup.

F. Definition of Key Term

To get general understanding about the aim of this research, the writer will clarify the following terms, namely:

1. Teaching English for Specific Purpose (ESP) at Vocational High School

English for Specific Purpose (ESP) is described as the teaching and learning of English as a foreign language for the purpose of employing it in a specific domain. According to Penelopi P, English for Specific Purpose courses focuses in the particular field such as Technical English, Medical English, business English, English for Tourism, and other.⁹ This suggest that the learning process happens based on what actually the learners' objective from learning, what they want to acquire in accordance to their field of competence. As Bracaj states that "the need of lingua franca of science, technology, education, and business has led to the worldwide demand of English for Specific Purpose (ESP). The field of ESP has rapidly developed recently to become a major part in English language teaching and research".¹⁰ By teaching English for

⁹ Pinelopi, P, *English for Specific Purposes: How to Teach English for Tourism*, International Journal of English Literature and Culture, 2015, p. 235-238.

¹⁰ Morena Bracaj, *Teaching English for Specific Purposes and Teacher Training: European Scientific Journal*, Vol. 10, No. 2, 2014, p. 40.

Specific of the majors chosen, the students will easily understand about English material.

2. Speaking

Speaking being very important activity in language classes. Speaking as the basic type of communication was defined as a skill to express, inform, persuade, and entertain ideas, desires, emotions, feelings, opinions, and other in oral communication way. According to Robert Lado in his book *Language Testing* stated that speaking is described as the ability to converse or to express a sequence of ideas fluently in life situation or the ability to report acts or situation in precise words.¹¹ Based on the theory, the researcher can conclude that speaking is the power of communicate. By speaking, human can communicate with the other.

3. Simulation

Simulation is a communication activity which learners are told to “simulate” a real life as they were doing in the real world of the job environments. Simulation is an activity involves decision-making, in which the partisipants work together to act as themselves of the imagery setting in social roles.¹² It can be concluded that simulation is an oral activity which situated in an imagery real life which the participants have roles, functions, duties, and responsilitities to aprticipate the activity in the interactions, solve the problems, and make some decisions.

¹¹ Robert Lado, *Language Testing*, (London: Longman), 2001, p. 197-198.

¹² Suryati, *The Effectiveness of Using Simulation in Improving Students Speaking Skill*, (Journal Unes), 2010.

G. Theses Organization

The researcher writes the theses into V chapter. These chapter related one to other. It has purposed to organize the theses will easily. Chapter I provides the introduction of this study. This concists of the background of the study tells about general description of this study which related to the the using of simulation activity for students speaking performance for 12th grade of Hotel Accommodation Major students at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup and take a role as basic of mindset of the theses. After that, it presents the statements of the problem, objective of the research, the significanes of the research, delimitation of the research, and the definition of the key term of the research. Lastly, to help the readers know the general organizations of the research, there is organization of the theses in the last part of first chapter.

Chapter II consists of theoritical analysis that describes the theories related to the variable of this reserach. After that, there is prevoius research finding from the other reseracher with similar problems, and then there are theoritical framework. Theoritical framework explains about teaching English as specific purpose for Vocational High School students, Speaking Performance, and lastly about Simulation activity that teacher use for teaching English especially for students speaking performance.

Chapter III explains about reserach methodology which concists of research design that is used in this reserach. It is the followed with populationans and sample as the source of the research data. At the end of

this chapter, there is technique of data analysis to analyze the research data. Chapter IV explain about reserach result. It covers research location and data description. This chapter also explain the data anaysis. The discussion and the interpretation of this reserach are presents at the end of this chapter. Chapter V is closing. It contains conclusion of this research and recommendation from the research.

CHAPTER II

REVIEW OF RELATE LITERATURE

A. Review of Related Theories

1. Teaching English for Specific Purpose (ESP) at Vocational High School

Teaching English in vocational high school have some differences with teaching English in general senior high school. The English teachers of vocational high schools have to teach English by choose the material closely related to the students major of study. For example, the teacher both explain and give information about the English expressions of handling guess to the hotel accommodation students, asking and giving direction, and others expressions. By teaching English for Specific of the majors chosen, the students will easily understand about English material.

Teaching English in vocational high school can called as teaching English for Specific purpose (ESP). English for Specific Purpose (ESP) is described as the teaching and learning of English as a foreign language for the purpose of employing it in a specific domain. According to Penelopi P, English for Specific Purpose cources focuses in the particular field such as Technical English, Medical English, business English,

English for Tourism, and other.¹³ This suggest that the learning process happens based on what actually the learners' objective from learning, what they want to acquire in accordance to their field of competence.

The foundation of ESP is a simple question: Why does learner need to learn a foreign language? So, it can conclude that Esp is not a matter of teaching 'specialized varieties' of English. But, ESP has to consider the students' need and students' reason in learning. ESP must be seen as an approach, not as a product. ESP is not only particular type of teaching material. But, it is an approach to language learning, which is based on students' needs. In addition, ESP is an approach to language teaching in which all decisions, contents,, and methods are based on the learners' need and reason for learning English.

2. Speaking Performance

a. Definition of Speaking

It is widely known that so many expert asserts about the definition speaking. Speaking is productive language skill. Speaking is an essential tool for communicating, in thinking, and learning process. Oral language is a powerful learning tool. It shapes, modifies, extends, and organizes thought. Speaking being the basic need of human in life, through speaking human can be thought, transferring information, and learn something new in a daily basic. In other word, speaking can be as a media to improve learning process and mindset of human.

¹³ Pinelopi, P, *English for Specific Purposes: How to Teach English for Tourism*, International Journal of English Literature and Culture, 2015, p. 235-238.

According to Kathleen M. Bailey, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹⁴ Furthermore, Wendy and Lisabeth assert that speaking is perhaps the demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intonations and reactions, explore the language and make fun of it, so they expect to be able to do the same in English.¹⁵ According to Robert Lado, speaking ability is the ability to express or reports a sequence of someone ideas in precise words.¹⁶ In line with the above definitions, speaking skill is the ability to perform the linguistic knowledge in actual communication. It functions to express one idea, feeling, thought, and needs orally.

By speaking someone can inform, persuade, entertain, and also expressing an ideas, and wishes to others people. Through speaking human being exchange most of their ideas and express their desires and emotions. So, learning to speak and speaking being the important missions of students.

b. Definition of Performance

Performance is derived from the word “perform”. In the Oxford Advanced Learners Dictionary, it has means as “do a piece of work, something one is ordered to do, or something one has promised

¹⁴ Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York: McGraw-Hill companies), 2005, p.2.

¹⁵ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children*, (New York: Longman), p. 33.

¹⁶ Robert Lado, *Language Testing*, (London: Longman), 2001, p. 197—198.

to do”.¹⁷ According to Longman Dictionary of Language Teaching & Applied Linguistics, performance is a person’s actual use of language.¹⁸ It means that someone has real ability to use language as a mother tongue and can apply on conversation in a daily basic.

Futhermore, Brown states that performance is the overtly observable and concrete manifestation or relation of competence. It might by assumed that performance is an actual of doing something that people are competed in its.¹⁹ Besides, The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.

Referring to explanation above, the researcher can conclude that speaking performance is the process or activity of sharing with other person of one’s knowledge, interests, attitude, opinions, or idea by using words or sounds of articulation.

c. Kinds of Speaking Performance

Developing of several speaking performance will help the teacher to think in term of several techniques and methods for teaching speaking skill and will increased speaking skill of the

¹⁷ A.S, Homby, Oxford Advanced Learner’s Dictionary

¹⁸ Jack. C. Richards & Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, (London: Longman), 2002, p. 392.

¹⁹ H. Douglas Brown, *Principle by Language Learning and Teaching 4th Edition*, (Eddison Wesley Longman, Newyork), 2000, p. 30.

students. As H. Douglas Brown maintains that there are 6 types of speaking performance, those are:²⁰

1) Imitative

Imitative in speaking not only focuses on the purpose of the meaningful interaction, but for focusing on some particular elements of language form like pronunciation, stressing, etc. For example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

2) Intensive

Intensive in speaking is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated of learners or it can even form part of some pair work activity, where learners are “going over” certain form language.

3) Responsive

A short replies to teacher or student-initiated form of responsive language. These replies are usually sufficient and do not extend into a dialogue, but still they can be meaningful and authentic.

4) Transactional (dialogue)

Transactional dialogue carried out for the purpose of conveying or exchanging specific information, is an extended form

²⁰ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*, (California: San Francisco State University), 2001, p. 271-274.

of responsive language, such as information gathering, interviews, role plays, etc.

5) Interpersonal (dialogue)

Interpersonal carried out more for the purpose of maintaining social relationships than for the transmission of fact information such as personal interview or casual conversation.

6) Extensive (monologue)

Extensive is a short speeches form of the oral report or a summaries. The learners can give the monologues in the form of oral reports, speech, story-telling, summaries, or short speaker. These monologues can be planned or unplanned.

From the explanation above, the researcher conclude that there are 6 types of speaking performance that will help the teacher to choose the right technique to increased students speaking skill in teaching English, that are imitative, intensive, responsive, transactional, interpersonal, and extensive.

d. Speaking Component

There are five components of speaking that must be paid attention by the students if they want to speak English well, there are:

1) Fluency

According to Harman and Stork pointed out that 'fluent' means a speaker is able to speaking naturally with concentration on the content delivery.²¹

- a. Pauses may be long but not frequent;
- b. Pauses are usually filled;
- c. Pauses occur at meaningful transition points;
- d. There are long runs syllables and words between pauses.²²

Measured by considering the total number of seconds of silence and time spent saying "um" and "ah" as the space or pause by subjects as they complete task.²³

2) Pronunciation

Pronunciation becomes important part because it gives meaning about what is being said. Pronunciation related with pitch, intonation, individual sounds, sound and spelling, and stress. Wrong pronunciation will make listeners fail to understanding.

3) Vocabulary

Vocabulary is one of word include in language and being the most important components in communication when someone want to learn second language. It is imposible to speak without mastering vocabulary. Vocabulary is the acquisition of an adequate, because without an extensive vocabulary we will be unable to use

²¹ Theory and Practice in Language Studies, Vol. 4. No. 2, 2014, p. 225-231.

²² Scott Thornbury, *How to Teach Speaking*, Longman: London, 2005, p. 6-8.

²³ David Nunan, *Task Based Language Teaching*, Cambridge University Press, 2004.

the structures and the function that we have learned for comprehensible communication.

4) Grammar

Grammar guides us how to understand about the use of words: that is to say, it teaches us how to make the use of them in proper manner, to be to choose the words which ought to be placed. We must be acquainted with certain principles and rules constitute what is called grammar to make the correct sentence.²⁴

5) Comprehension

In brief the speaking requires, we need to understand the when, why, and in what ways to produce the language. Understand too little for the simplest type of conversation, understand simple speech, understand quite well normal educated speech, and understand everything in both formal and colloquial speech.²⁵

Based on the explanation above, speaking being a complex skill because at least it is concerned with five components, there are fluency, pronunciation, vocabulary, grammar, and comprehension.

e. Teaching Speaking for Vocational High School

Teaching speaking skills in vocational high schools requires a strategic and tailored approach that considers the unique needs and goals of students preparing for specific industries. Recognizing the

²⁴ Unan, David, *Language Teaching Methodology a Text Book For Teacher*, (New York: Pieties Hall), 1991, p. 296.

²⁵ Arthur Hughes, *Testing for Language Teachers*, (New York: Cambridge University Press), 1989, p. 113.

significance of effective communication in their future careers, educators should blend practical language usage with vocational content. Incorporating industry-related vocabulary, situational dialogues, and role-plays helps students communicate confidently within their chosen fields. Interactive activities such as group discussions, presentations, and simulations simulate real-world scenarios, fostering collaboration, critical thinking, and problem-solving. To address potential time constraints, integration of speaking exercises within vocational coursework is crucial. Leveraging technology for virtual communication practice can also enhance versatility. Individualized feedback and targeted instruction aid in refining pronunciation, clarity, and persuasive skills. Furthermore, inviting industry professionals as guest speakers provides authentic exposure to workplace communication expectations. By balancing vocational training with communication proficiency, educators empower vocational high school students to excel in their careers as adept and adaptable communicators.

f. Techniques in Teaching Speaking

According to Jeremy Harmer, there are so many of classroom speaking activities which are currently used in teaching learning process, there are:²⁶

1) Acting from script

²⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 4th edition), 2002, . 348 – 352.

This activity encourages the students to act out the dialogues that they have written by themselves or act out scenes from their course books. This frequently involves them in coming out to the front of the class. Teacher should give students time to prepare their dialogue before they perform it.

2) Communication games

The aim of communication games is to get students to talk as quickly and fluently as possible. Two particular categories are information-gap games and television and radio games where student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures. This activity are often a useful way of giving students valuable practice, where younger learners are involved.

3) Discussion

Discussion can be performed in the form of highly formal, whole group staged events and informal small-group interactions. One of the reasons that discussion fail is that students are unwilling to give an opinion in front of the whole class, because they cannot think of anything to say and are not confident. Many students feel extremely exposed in discussion situations. The examples of the activities are instant comment, formal debates, unplanned discussion, and reaching a consensus.

4) Prepared talks

In this activity, the students have to make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Such talks are not designed for informal spontaneous conversation, but more writing, like they are prepared. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.

5) Questionnaires

Questionnaires are useful because by being pre planned they ensure that both questioner and respondent have something to say each other. Depending on how tightly design they are, they may well encourage the natural use of certain receptive language pattern and thus be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process.

6) Simulation and role-play

Many students derive great benefit from simulation and roleplay. Students simulate a real life encounter as if they are doing so in the real world. A simulation and role-play can be used to encourage general oral fluency to train students for specific situation.

3. Simulation as a Teaching Speaking Activity

a. Definition of Simulation

Simulation is one of the speaking activities that can be applied in speaking class. In simulation activities, students are given roles, instructions to follow, a task, or a problem to be solved in a situation. It means that in simulation activities, the student is faced with real situations and which often involve dramatization and group discussion. According to Jeremy Harmer, in simulation activities, the teacher "simulates" the students with a real condition as they will do in their real work world.²⁷ Or in other words, simulation is assigned to help students learn, to achieve specific goals or objectives.²⁸ In simulation activities, the students must think that they are the participants of the activity, not the students anymore, which the participant is the most important element on the simulation activity.

From the theories above, we can know that this activity can provide an opportunity for students to try out new behaviors in reality of function, simulated environment, and structure which helps them to develop long-term motivation to master additional language. So, it can be concluded that simulation as an oral activity situates the students in an imagery real life in which the participants have some roles, functions, duties, and responsibilities to participate in the activity in the interactions,

²⁷ Jeremy Harmer, *The Practice of English Language Teaching*

²⁸ Brown W. James and Friends, *AV Instruction Technology, Media, and Methods*, (Mc Graw Hill Book Company), p. 296.

solve the problems and make some decisions. According to Ken Jones at Jeremy Harmer book, simulation have some characteristics, they are:²⁹

- a. Reality function: which means that the students must think that they are the real participants in the situations. They must stop thinking of themselves as students, they must step inside the activity to do the best they can to carry out duties and responsibilities in the situation;
- b. A simulated environment: a specific given situation in classroom. The students have to focus on the simulation activity;
- c. Structure: the participants must see and know how the activity is constructed and provided for them and they must be given the necessary information to get the simulation effectively.

Based on the explanation above, the researcher can conclude that simulation activity is an activity which faced the students to similar situation and condition.

b. Advantages of Using Simulation

There are many advantages in using simulations in the language classroom. As Mei Lin described the advantages of using simulation on teaching process are:³⁰

²⁹ *Ibid*, Jeremy Harmer.

³⁰ Mei Lin, T, *Simulation in Language Teaching – Its Advantages and Limitations in an ESP Context*, (The English Teacher Vol XXII October), 1993, Retrieved on Januari 4th, 2023.

1) It motivates learners.

Simulation activities give students a chance to be involved in the teaching process. The learners have to feel comfortable as some case of drama where learners may have to act in front of the class. It allows the students to participate the simulation activities and even they made some mistakes, they not shy and able to perform well whereas simulation requires them to work with their teams or groups and make collective decisions. So, the students will enjoy the activity where they acts as themselves in the activity.

2) It gave a meaningful practice of language learnt.

Simulations are especially useful for oral courses, where learners learn to voice their opinions and listen to one another. It injects a feeling of realism and relevance into the classroom.

3) Injects the students to feel of realism and relevance of the simulation.

The using of language practice make the teaching learning process more exciting because the teacher move away from using textbooks or written materials. By set the plan of simulations, the teacher will certainly encourage students to complete the task and improve their skills together. The students will enjoy the simulation because teacher provides the simulation more realism and relevance with the situation that often happens outside the class.

4) It can be used as an assessments.

The teacher can gives students differents situation, to play in groups and left to interact on their own situation. The accuser of the scores are based on the a marking scheme.

5) It can encourage students creativity.

After the teacher gave their groups information of the situation, the students also takes a certain amount of the ingenuity to discuss and generate their ideas to complete the simulation. The students may arrive at a solution of their problems. This provides their oppportunities for creativity on the learner's part.

c. The reason for Implementing Simulation for Teaching Speaking

Simulation activity make the students actively participate and involved in teaching learning process. Simulation activity seems more realistic than the other activities. According to Harmer, he suggests that:

Activities in CLT should involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use. Simulation may become popular in CLT. Student may simulate a television programmers or a scene at an airport-or they might put together the simulated front page of a newspaper.³¹

³¹ Harmer J, *The Practice of English Language Teaching*,(Longman: Pearson), 2001, p. 96.

Furthermore, he also argues that simulation can be used to encourage oral fluency or to train the students for specific situations.³² By applying simulation activity in ELT classroom, the students are given an opportunity to practice communicating in different social context and in different social roles by given enough information about the background of roles they are going to perform. The students are given more chances for practicing their English skills by carrying out the conversation in meaningful contexts and functional situations that commonly occur in their daily activities.

Beside that, simulation provides opportunities and gives the students a taste of real life. The students have opportunities to mix around and to act out different roles. The atmosphere in the classroom is less formal and this can reduce nervousness so the students will enjoy the learning process.

d. The Procedures of Using Simulation Activity

In implementing simulation activity, teacher have to understand how to design, use, and evaluate it. The steps of applying simulation activity are:

1) Phase One: Orientation

- a. Information input: the definition, the tasks, the roles, and the purpose of simulation. After the students understand about what is simulation, teacher have to explain about the tasks and the

³² Harmer J, *Loc cit*, p. 325.

roles which chosen for the students to simulate. Explain about the role to be performed is very important to the students to achieved the purpose of a simulation.

- b. Teacher describe the particular of simulation.
- c. Teacher ensures the students understand the purpose.
- d. Teacher outlines and assigns the roles to the students.

2) Phase Two: The Simulation

- a. The students participate to the activity and playing their own roles as assigned by the teacher. The teacher as the coach and referee should stay but uninvolved to the activity, except when they notice that they can facilitate the educational opportunities the simulation presents.
- b. While the students are playing, the teacher can records, evaluate, or fill in cheklists.

3) Phase Three: De-briefing

- a. Put the students into small groups.
- b. Choose three or four learning objectives as questions for discussion of the simulation. Give each small group of students one question to discuss. And told the students to write a summary of the discussion.
- c. Give the students time to discuss the questions or task.

- d. Visit each group on five minutes before time is up. Choose a speaker to present the summary of the discussion in front of the class.
- e. An alternative method is put groups who discussed their different question and find the answers together.
- f. If you use this alternative method, the students have to write the answers in a learning log instead of having them present to the class.³³

e. Some Limitation of Simulation

Kaplan mentioned some limitations that can limitation the simulation in the class:³⁴

1) Time Constraint

To carry out a simulation in class requires time and in most language syllabuses, time is a constraining factor. If teachers plan ahead they may be able to „squeeze in“ one or two simulations in a month or a term, depending on the intensity of the language course should be taken into account.

2) Selection of suitable simulations

Some of criteria will have to be set before selecting the appropriate simulation. Factors to be considered include the

³³ Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung.: Sinar Baru Algensindo), 2009, p. 90-91.

³⁴ Kaplan H.I, Sadock B.J, Grebb J.A. 1997. *Sinopsis Psikiatri Jilid 1*. Edisi ke-7. Terjemahan Widjaja Kusuma. Jakarta: Binarupa Aksara. p.267

language level of the learners. The costs of purchasing or making simulation sets, its relevance to the students and so on

3) Operational problems

A number of things have to be done before a simulation is used in the lesson. The learners have to be clearly instructed and suitable roles have to be designated to individual learners. The teacher has to act as the controller and once the simulation begins, the controller should not interfere. Therefore, it is important that instructions are understood or the simulation may fail. There is also a need to „de-brief“ the learners after the simulation is completed. This stage is similar to that evaluation where the teacher has to comment on the learners“ performance in the simulation. This may be the difficult task if there are more than two groups in the class.

B. Review of The Related Findings

The researcher have been read another research with related finding about the using simulation activity in speaking class, they are:

The first finding research is from Nora Anzellita’s thesis which study entitled “The Effect of Using Simulation Strategy Toward Students’ Speaking Skill at the Second Year of MTS Nurul Islam Kabupaten Kuantan Singingi”. The purpose of the study is the researcher wants students to be able to express conversation in transactional, surprises,

warning, feelings, relief, pain, pleasure, opinions, express satisfactions and dissatisfactions, and ask for suggestions and permission by using simulation strategies. The finding of this reserach are students' speaking skills increased when using simulation strategies. This can be known by the students use appropriate vocabulary in speaking, they can express their ideas with fluency and effortless, and they can express their ideas with best achieved by allowing the air stream of speech to follow.³⁵

The second relevant research is from Khanifah Nur Hasanah thesis entitled "Improving Students' Speaking Skill Through Simulation at Grade X of SMA N 1 Prambanan Sleman in the Academic Year of 2012/2013" with classroom action research method. The goal of this research is to improve students' speaking skill through simulation activity and the finding is students speaking skill had significantly improved by implementing simulation activity, measured of fluency, pronunciation, vocabulary, and accuracy. Simulation activity encourage students and speaking class more enjoyable so they became actively involved and interested in teaching and learning activities. The students lose their fears of making mistakes because they were given more chances for practicing speaking.³⁶

And the last finding is from Vera Kristina Hutagalung journal with title "The Effect of Taking Order Service Simulations on Students'

³⁵ Nora Anzellita, *The Effect of Using Simulation Strategiy Toward Students' Speaking Skill at the Second Year of MTS Nurul Islam Kabupaten Singingi*, (Pekan Baru), 2012, p. 54-55.

³⁶ Khanifah Nur Hasanah, *Improving Students' Speaking Skill Through Simulation at Grade X of SMA N 1 Prambanan Sleman in the Academic Year of 2012/2013*, (Yogyakarta), 2012, p. 97.

Speaking English Skill for Hotel Program at Politeknik MBP Medan”. The methodology of this research is experimental quantitative research. The researcher can concluded that taking order service simulations has impact significantly students speaking English skill.³⁷

This research has different from those study above. The differences are, in this research, the researcher want to describe the implementation of simulation activity for students’ Hospitality Program speaking performance at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup 12th grade. After that, the reseracher want to describe about the problem faced when simulation activity was implemented in speaking class.

³⁷ Vera Kristina Hutagalung, *The Effect Of Taking Order Service Simulations On Students’ Speaking English Skill For Hotel Program At Politeknik Mbp Medan*, (Medan), 2017, p. 171.

CHAPTER III

RESEARCH METHODOLOGY

The existence of the research method has a goal of guiding the research to work systematically. The research method covers a set of research in activities conducted by the researcher. It involves research design, population and sample, the instrument of data collection, and technique of data analysis.

A. Kind of the Research

The researcher used descriptive qualitative methods and employed ex-post facto research. Descriptive studies are the best methods for collecting information that will describe the world as it exists. Based on Sukmadinata, qualitative research is a research which has a purpose to describe and analyze the real phenomenon, social activity, attitude, belief, perception, and people's thought individually or in a group.⁷⁵ It used to gain an understanding of the reasons, opinions, motivations and provides insight into the problems or helps to develop ideas or hypotheses for potential quantitative research. In short, descriptive research is concerned with how is or what is exists and relate to some preceding event that has influenced or affected a present condition or event.

This research are presented to describe the implementation of simulation and to identify the problems that faced by the teacher in implement simulation activity in speaking class.

⁷⁵ Naan Sayaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosda Karya), 2007.

B. Subject of The Research

The subject of this research is Teacher who teach English at 12th Grade grade in Hotel Accommodation Major at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup akademik year 2023/2024. The total amount of subject is one teacher who teach English. The researcher uses purposive sampling in gaining the data. According to Sugiyono, purposive sampling is a technique to choose sample based on a specific consideration.³⁹ The consideration is the teacher implemented simulation technique in teaching speaking at 12th grade of Hospitality Major at SMKS 3 IDHATA Tourism and Hospitality Group.

C. Technique of Collecting Data

There are so many ways to collecting data for qualitative research method, such as interview, observation, questionnaire, documentation, test, and the research impressions and reactions.⁴⁰ To collect the data of this research, the techniques that researcher used are:

1. Observation

In short, observation means that the researcher collected the data directly in the location of the research.⁴¹ It means that the researcher did participate completely in teaching-learning English process. The

³⁹ Sugiyono, *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*, (Bandung: ALFABETA), 2019, p.26.

⁴⁰ G. Ramesh Babu, *Research Methodology in Social Sciences*, (India: Concept Publishing Company), 2008, p.11.

⁴¹ J. R. Raco, *Metode Penelitian Kualitatif (Jenis, Karakter dan Keunggulannya)*, (Jakarta: PT. Grasindo), 2010, p. 112.

researcher observed independently the actions of teaching-learning process. Then, the researcher takes some picture. The researcher used observation to identify the real conditions about how the simulation activity were implemented in the twelveth grade class of Hospitality Major at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup. The researcher used Non-Participant observation to conduct the technique of collecting data. Fraenkel and Wallen states that non-participant observation belongs to a condition when the researcher is presented at the scene of action but does not interact or participate⁴². The researcher used observation to gain the data about the problem occurred when teacher implemented simulation technique in teaching speaking at 12th grade students of SMKS 3 IDHATA for hospitality and tourism group.

2. Interview

Interview is used for collecting information with the purpose of obtaining and exploring as much information as possible about the focus of research as data sources. The interview is organized to answer the first question. The kind of interviews use in this resarch is semi structured interviews method.

According to Norman K. Denzin, semi structured interviews can make the use of knowledge-producing potentials of dialogues to be better by allowing much more leeway for following up on whatever angles are deemed important, and it has a greater chance of becoming visible as a knowledge-producing participant in the

⁴² Frankel, J. P. & Wallen N. E, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill Companies Inc), 2008, p.227.

process itself, rather than hiding behind a preset interview guide.⁴³

In semi structured interview, the interviewers does not obey a formal questionnaire. They would ask more open-ended questions. It is essential to extend the interview, so the interviewer can add another question beside the interview guide. The researcher provided some questions about how is the implementation of simulation activity for students' speaking performance.

D. Research Instrument

To obtain the data in this research, the research also used the instruments, such as:

1. Observation Checklist

An observation checklist is a list of things that an observer is going to look at when observing a class. This list may have been prepared by the observer or the teacher or both. Observation checklists not only give an observer a structure and framework for an observation but also serve as a contract of understanding with the teacher, who may as a result be more comfortable, and will get specific feedback on aspects of the class. In this study, the writer used observation checklist as an instrument to get the data and the list have been prepared by the observer. The researcher writer did the observation in three times. The writer used

⁴³ Norman K. Denzin, *the SAGE Handbook of Qualitative Research*, (New York: SAGE Publications), 2018, p. 1002.

observation checklist to know the implementation of dictogloss used by the teacher in the class.

The researcher make the observation checklist based on Nana Sudjana Theory. Furthermore, indicator is made by using theory confirmation. The observation checklist can be seen in Table below:

Table 3.1
Observation Checklist of the implementation of Simulation Activity

No	Aspect	Indicators	Items	Yes	No	Note
1	The procedures of simulation activity (Sudjana, 2009)	1. Orientation	1. The teacher provides a clear and concise definition of simulation.			
			2. The teacher explains the tasks that the students will be engaging in during the simulation.			
			3. The teacher provides detailed information about the specific simulation being conducted.			
			4. The teacher emphasizes the purpose of the simulation to the students.			
			5. The teacher clearly describes the roles that the students will be assigned to simulate.			
			6. The teacher assigns roles in a fair and equitable manner.			
	De-Briefing	2. Simulation	1. The teacher maintains a coaching and referee role, refraining from active participation in the activity.			

			2. The teacher appropriately intervenes to facilitate educational opportunities during the simulation.			
			3. The teacher records and evaluates students' performance during the simulation activity.			
		3. De-Briefing	1. The teacher effectively organizes the students into small groups.			
			2. The teacher involves three or four learning objectives as questions for discussion.			
			3. The teacher assigns each small group of students one question to discuss.			
			4. The teacher instructs the students to write a summary of the discussion.			
			5. The teacher gives sufficient time to the			
			6. students to discuss the questions or tasks.			
			7. The teacher visits each group approximately five minutes before the discussions time is up.			
			8. The teacher choose a speaker from each group to present the summary of the discussion in front of the class.			

2. Interview Guidance

Interview guideline is the list of questions which are used to interview the respondent to obtain the data. The use of interview guidance is to build what questions are need to asked, in what order and

how much additional prompting or probing is permitted.⁴⁴ Interview is used to answer the second question about the problem teacher encountered in implementing simulation activity in teaching speaking. The table below is the list questions made by the researcher based on Kaplan Theories.

Table 3.2
Interview Guidance of the Problem in implementing
Simulation Activity in Teaching Speaking

No	Aspect	Indiators	Questions
1	Limitation of simulation activity (Kaplan, Sadock, & Grebb, 1997)	1. Time constraint	1. What problems have you faced in findings sufficient time for simulations, and how have you overcome them? 2. Have you found any specific time-saving techniques or methods that have helped you incorporate more simulations into your teaching? 3. Can you provide examples of how you have successfully integrated simulations into your English language syllabus despite time constrains?
		2. Selection of suitable simulations	1. What problems have you faced in findings simulations that alignwith students' language level and interests, and how have you overcome them? 2. What strategies did you use to adapt simulations to meet the diverse needs and abilities of students? 3. Have you ever encountered financial problems when it comes to purchasing simulation sets for the classroom? If yes, how have you overcome them?

⁴⁴ Norman K. Denzin, *Loc. Cit.*

		<p>3. Operational problems</p>	<p>1. What problems have you encountered when instructing students before implementing a simulations activity to improve their English speaking performance, and how have you overcome them?</p> <p>2. What problems have you faced in designating suitable roles to individual learners for a simulation activity, and how have you overcome them?</p> <p>3. What problems have you encountered in ensuring students fully understand the instructions for a simulation activity, and how have you overcome them?</p> <p>4. What problems have you faced when you must act as controllers during a simulation activity and are unable to effectively avoid interference, and how have you overcome them?</p> <p>5. What problems have you faced in providing constructive feedback to students based on their performance in a simulation activity, and how have you overcome them?</p>
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E. Technique of Data Analysis

The writer analyzed the data by using Miles and Huberman's model which consisting of three flows of activities that occur simultaneously, there are:⁴⁵

1. Data Reduction

⁴⁵ Miles, Matthew B. Dan A. Michael Huberman, *Qualitatif Data Analysis (terjemahan)*, Jakarta: UI Press, 2007, p. 19

Researchers focusing attention on simplification, extraction, and transformation of “rough” data that gather through structured observations of teaching sessions and interviews with relevant stakeholders, such as educators. During observations, they document classroom dynamics, student interactions, teaching strategies, and the implementation of simulation-based activities. Interviews provide qualitative insights into participants' experiences, perceptions, and challenges related to teaching speaking through simulations. This data reduction continues even after the fieldwork ends and the final report was fully organized.

2. Data Presentation/Data Display

The collection information that allows for withdrawal and action was present in this steps. A good presentation was a great way to get valid qualitative analysis. The classified data involves providing a detailed and comprehensive account of the insights, patterns, and findings that have emerged from the process of categorization. This step is essential for presenting a clear and organized overview of the information the researcher gathered.

3. Draw Conclusion/Verification

For this steps, the researcher begin to look for the meaning of objects, attempting to determine regularly, patterns, explanations, possible configurations, causal grooves, and proposers. The integration of insights from interviews and observations provides a nuanced

understanding of teaching speaking through simulation in vocational high schools. The amalgamation of student experiences, educator perspectives, and classroom dynamics enriches our comprehension of both the potentials and challenges of this pedagogical approach.

CHAPTER IV

FINDINGS AND DISCUSSION

This section confirmed the identified observations and discussions through the systematic examination of data gained by observation checklists and interview guidance. The information obtained from both instruments lead to the research conclusions.

A. Findings

The researcher confirmed the results from the observation checklist and interviews. The purpose of obtaining this data was to assess the the implementation of simulation activity for students speaking performance for 12th grade of Hotel Accommodation Major students at SMK S-3 IDHATA Kelompok Pariwisata dan Kesehatan Curup. The study used a descriptive approach which data collected and analyzed by a qualitative methodology.

1. The implementation of simulation activity for students speaking performance for 12th grade of Hotel Accommodation Major students at SMK S-3 IDHATA Kelompok Pariwisata dan Kesehatan Curup.

A. The result of Observation

In this section, the researcher confirmed the data gained by observation with teachers to answer the first question of the research set of checklists was concerning the implementation of simulation activity for students speaking performance for 12th

grade of Hotel Accommodation Major students at SMK S-3 IDHATA Rejang Lebong. The Observation during the simulation took place on November 27th to 16th December, 2023. The observation was done to the teachers who taught English subject in Hotel Accommodation Major at SMK S-3 IDHATA Rejang Lebong.

The researcher gained the data during the simulation activity done by the English teacher in teaching process at Hotel Accommodation Major of SMK S-3 IDHATA Rejang Lebong in the class. The teacher taught several processes in teaching English in the simulation process. The result of observation can be seen in the table below;

Tabel 4.1
Observation Checklist/Field Notes of Simulation Activity for
Students Speaking Performance

Indicators	Items	Meeting 1		Meeting 2		Meeting 3	
		Yes	No	Yes	No	Yes	No
1. Orientation	1. The teacher provides a clear and concise definition of simulation.	√		√		√	
	2. The teacher explains the tasks that the students will be engaging in during the simulation.	√		√		√	

	3. The teacher provides detailed information about the specific simulation being conducted.	√		√		√	
	4. The teacher emphasizes the purpose of the simulation to the students.	√		√		√	
	5. The teacher clearly describes the roles that the students will be assigned to simulate.	√		√		√	
	6. The teacher assigns roles in a fair and equitable manner.	√		√		√	
2. Simulation	1. The teacher maintains a coaching and referee role, refraining from active participation in the activity.	√		√		√	
	2. The teacher appropriately intervenes to facilitate educational opportunities during the simulation.	√		√		√	
	3. The teacher records and evaluates students' performance during the simulation activity.	√		√		√	
3. De-Briefing	1. The teacher effectively organizes the students into small groups.	√		√		√	
	2. The teacher involves three or four learning objectives as questions	√		√		√	

	for discussion.						
	3. The teacher assigns each small group of students one question to discuss.	√		√		√	
	4. The teacher instructs the students to write a summary of the discussion.	√		√		√	
	5. The teacher gives sufficient time to the students to discuss the questions or tasks.	√		√		√	
	6. The teacher visits each group approximately five minutes before the discussions time is up.	√		√		√	
	7. The teacher choose a speaker from each group to present the summary of the discussion in front of the class.	√		√		√	

From the table above, it was clear that the result of observation Where the teacher confirmed that The English teacher did the simulation by apply three important phases in speaking performance aligns with teaching speaking in Hotel Accommodation major of SMK S-3 Idhata, Rejang Lebong. The explanation can be seen below;

1. Orientation.

The teacher provides a clear and concise definition of simulation. In this phase, the teacher gives clear definition of

simulation to students. Then, the teacher explains the tasks that the students will be engaging in during the simulation. The teacher give rule to students that they played a role as a customer and receptionist. Server and customer etc. The teacher provides detailed information about the specific simulation being conducted. The teacher emphasizes the purpose of the simulation to the students. The teacher clearly describes the roles that the students will be assigned to simulate. The teacher assigns roles in a fair and equitable manner.

2. Simulation

The teacher maintains a coaching and referee role, refraining from active participation in the activity. Here, the teacher organizes the role for every simulation that the students do. The teacher appropriately intervenes to facilitate educational opportunities during the simulation. The teacher give example taken from video on YouTube before let the students conduct the simulation. The teacher records and evaluates students' performance during the simulation activity. During the simulation the teacher take video as a part of evaluation and discussion.

3. De-Briefing

The teacher effectively organizes the students into small groups. The teacher involves three or four learning objectives as questions for discussion. The teacher assigns each small group of students one question to discuss. The teacher instructs the students to write a summary of the discussion. The teacher gives sufficient time to the students to discuss the questions or tasks. The teacher visits each group approximately five minutes before the discussions time is up. The teacher chooses a speaker from each group to present the summary of the discussion in front of the class.

2. The problem in implementing simulation activity for students speaking performance for 12th grade of Hotel Accommodation Major students at SMK S-3 IDHATA Kelompok Pariwisata dan Kesehatan Curup

A. Interview Result

In this section, the researcher gained the data from interviews with teachers to address the second research of questions concerning to the problem in implementing simulation activity for students' speaking performance for 12th grade of Hotel Accommodation Major of SMK S-3 IDHATA Rejang Lebong. The interviews with teachers took place on December 12th, 2023. The result of the interviews was evaluated based on the predefined indicators outlined in the instrument blueprint in

Chapter III. The explanation details of the result in the process of teaching English in tourism can be seen in the explanation below;

There are some problems found by researcher in interview section to the teacher. The item can be seen in the explanation below:

1. Time Constraint

Teachers encounter various challenges when conducting speaking simulation activities within time constraints. *One common issue is the limited individual speaking time, where certain students may dominate discussions, leaving others with insufficient opportunities to express themselves.* The constrained timeframe may also result in incomplete or rushed simulations, hampering the overall quality of the activity as students may struggle to fully develop their ideas. Providing constructive feedback, essential for language skill improvement, becomes challenging due to the restricted time available.

2. Selection of suitable simulations

In the process of selecting suitable simulations for speaking activities, teachers often grapple with several challenges. *A key concern revolves around ensuring the relevance of chosen simulations to specific learning objectives, requiring careful consideration of the targeted language skills and communicative goals. The appropriateness for students' proficiency levels is another critical factor, as simulations that are either too advanced or too basic may*

not effectively cater to the diverse range of learners in the class.

Maintaining engagement poses a constant challenge, demanding the selection of simulations that are not only pedagogically effective but also interesting to students. Time constraints further complicate matters, as teachers strive to strike a balance between a meaningful learning experience and the limitations eachers often encounter operational challenges when implementing speaking simulation activities. One common issue is the availability of resources, such as technology or materials needed for the simulation, which may not always be easily accessible. Technical glitches or difficulties in setting up equipment can disrupt the smooth flow of the activity. Additionally, coordinating and managing groups can be challenging, especially in larger classes where it may be harder to ensure equal participation. Scheduling constraints and limited time during class sessions may also impede the seamless execution of speaking simulations. Teachers may face difficulties in organizing and structuring the activity effectively within the allotted time, impacting its overall success. To address these operational challenges, careful planning, resource management, and flexibility in adapting to unexpected issues are essential strategies for teachers conducting speaking simulation activities. of the available time.

3. Operational problems

Teachers often encounter operational challenges when implementing speaking simulation activities. One common issue is the availability of resources, such as technology or materials needed for the simulation, which may not always be easily accessible. *Technical glitches or difficulties in setting up equipment can disrupt the smooth flow of the activity. Additionally, coordinating and managing groups can be challenging, especially in larger classes where it may be harder to ensure equal participation. Scheduling constraints and limited time during class sessions may also impede the seamless execution of speaking simulations.* Teachers may face difficulties in organizing and structuring the activity effectively within the allotted time, impacting its overall success. To address these operational challenges, careful planning, resource management, and flexibility in adapting to unexpected issues are essential strategies for teachers conducting speaking simulation activities.

B. Discussion

- 1. The implementation of simulation activity for students speaking performance for 12th grade of Hotel Accommodation Major students at SMK S-3 IDHATA Kelompok Pariwisata dan Kesehatan Curup**

Based on the data in the findings above, there are three main phases used by the teacher in implementing simulation activity in students' speaking performance. Both of teacher has the same stages in apply the simulation. The phases can be seen in the explanation below;

a. Orientation

During the orientation phase of implementing a simulation activity in Hotel Accommodation Major of SMK S-3 IDHATA for students' speaking performance, teachers play a crucial role in setting the stage for a successful learning experience. Firstly, they provide a clear overview of the simulation activity, outlining its purpose, objectives, and relevance to the curriculum. Teachers often introduce the specific scenario or topic that students will be engaging with, ensuring it aligns with the learning goals and students' language proficiency levels. The teacher may also explain the format of the simulation, including any guidelines, expectations, or criteria for evaluation. Additionally, teachers use this phase to clarify the roles and responsibilities of each participant, fostering a sense of purpose and cooperation within the student groups. To enhance comprehension and engagement, they may offer examples or model appropriate communication strategies. Overall, the orientation phase serves as a foundation for students to understand the context, purpose, and expectations of the speaking simulation, creating a supportive environment for

effective language practice and skill development. According to Hannah, the orientation phase in implementing a simulation activity for students' speaking performance is crucial because it lays the groundwork for a successful learning experience. Teachers use this phase to clearly explain the purpose and goals of the activity, ensuring that students understand why they are engaging in the simulation⁴⁶

b. Simulation

In the vocational high school simulation used by teachers in SMK S-3 IDHATA, In the context of teaching speaking in the Hotel Accommodation major at a vocational high school, During the simulation phase of implementing a speaking activity, teachers facilitate and oversee the actual performance of students. They encourage active participation and guide the simulation according to the outlined scenario or topic introduced in the orientation phase. Teachers monitor group dynamics, ensuring that each student has the opportunity to contribute to the conversation, promoting equal participation. They may also provide on-the-spot feedback, offer guidance on language use, and address any challenges that arise during the simulation. Teachers play a supportive role, fostering a positive and inclusive environment that encourages students to apply their language skills in a

⁴⁶ Hannah Norton (2019). Pacific Journal. The Implantation of Simulation in Speaking Performance. Vol.45. P.23-24

practical context. Additionally, they may assess students' performance based on predetermined criteria, allowing for a comprehensive evaluation of their speaking abilities. The simulation phase is a dynamic and interactive stage where students actively engage in the simulated scenario, applying their language skills in a real-world context under the guidance and supervision of the teacher.

According to Marta Lee, the simulation phase in implementing a speaking activity is crucial because it provides students with a practical and hands-on experience to apply their language skills⁴⁷. During this phase, teachers guide and oversee the actual performance, ensuring that students actively participate and contribute to the conversation. This real-world application helps students reinforce what they've learned, boosting their confidence and language proficiency.

c. De-Briefing

In the debriefing phase of implementing a simulation activity for students' speaking performance, teachers in SMK S-3 IDHATA play a critical role in helping students reflect on their experiences and learning. They initiate discussions by asking open-ended questions that encourage students to share their thoughts, insights, and challenges encountered during the

⁴⁷ Marta Lee (2021). *Simulation Perspectives for Speaking Skills*. Palmary Press. P. 276

simulation. Teachers may guide the conversation to highlight successful communication strategies and areas for improvement. Providing constructive feedback, teachers offer specific comments on language use, collaboration, and overall performance. This phase allows students to gain a deeper understanding of their strengths and areas needing development. Teachers may also connect the simulation experience to broader learning objectives, reinforcing the relevance of the activity to language acquisition. The debriefing phase serves as a valuable opportunity for reflection, self-assessment, and further learning, contributing to the overall effectiveness of the speaking simulation activity.

The debriefing phase is crucial in the implementation of a simulation activity for students' speaking performance because it serves as a reflective and learning-oriented discussion after the practical experience⁴⁸. During this phase, teachers help students analyze their performance, encouraging them to share insights and challenges encountered during the simulation. Constructive feedback provided by teachers helps students understand their strengths and areas for improvement, fostering a sense of self-awareness. By connecting the simulation experience to broader learning objectives, the debriefing phase reinforces the relevance

⁴⁸ *Ibid* P.62

of the activity to language acquisition and overall skill development. This reflective process not only enhances students' understanding of the material but also encourages them to apply their insights in future language tasks, making the learning experience more meaningful and applicable to real-life communication scenarios.

2. The problem in implementing simulation activity for students speaking performance for 12th grade of Hotel Accommodation Major students at SMK S-3 IDHATA Kelompok Pariwisata dan Kesehatan Curup

Based on the data in the findings above, there are three main problems faced by the teacher in implementing simulation activity in students' speaking performance. The problems can be seen in the explanation below;

a. Time Constraint

English teachers in SMK S-3 IDHATA face significant challenges when time constraints impact the implementation of simulation activities for students' speaking performance. The limited time available can restrict the depth and breadth of the activity, affecting the overall quality of the learning experience. Teachers may find it challenging to allocate sufficient time for each student to actively participate and contribute meaningfully to the simulation. In a rushed environment, students might struggle to

fully develop their ideas or respond thoughtfully to prompts, diminishing the effectiveness of the speaking exercise. Additionally, time constraints pose difficulties in providing comprehensive feedback to each student, hindering the personalized guidance necessary for improvement. Balancing the need for a thorough simulation experience with the constraints of the allotted time becomes a delicate task, impacting the teacher's ability to create a rich and engaging learning environment for students to enhance their speaking skills. Despite these challenges, teachers may employ strategic time management, clear communication, and streamlined activities to optimize the effectiveness of simulation exercises within the given time frame.

Time constraints pose a significant problem in the implementation of simulation activities for students' speaking performance because they limit the depth and effectiveness of the learning experience. The restricted time available makes it difficult for each student to actively participate and contribute meaningfully to the simulation, potentially hindering their ability to fully develop their ideas or respond thoughtfully to prompts. In a rushed environment, the quality of the speaking exercise is compromised, and students may not have sufficient opportunity for meaningful engagement⁴⁹. Moreover, the limited time hampers the teacher's

⁴⁹ Rupert (2018). Problem faced by Teacher in Applying Speaking Simulation. Unity Press, P.165

ability to provide detailed and personalized feedback to each student, impacting their chances for improvement. Striking a balance between the need for a comprehensive simulation experience and the constraints of time becomes a significant challenge, potentially compromising the overall effectiveness of the speaking activity in enhancing students' language skills. Teachers must navigate this challenge carefully, utilizing strategic time management and communication to mitigate the impact of time constraints on the learning process.

b. Selection of suitable simulations

English teachers in SMK S-3 IDHATA encounter challenges in the selection of suitable simulations for students' speaking performance, and these difficulties can impact the overall effectiveness of the learning activity. One primary issue lies in ensuring that the chosen simulations align with specific learning objectives, addressing the targeted language skills and communicative goals appropriately. It can be challenging to find scenarios that match the diverse proficiency levels of students, as simulations that are either too advanced or too basic may not cater effectively to the varied skill sets within the class. Additionally, maintaining cultural sensitivity becomes crucial to avoid scenarios that might be unfamiliar or offensive to certain students, thus ensuring an inclusive and respectful learning environment. The

need for engaging simulations adds another layer of complexity, as uninteresting scenarios may lead to decreased motivation and participation. Teachers must also consider time constraints, as some simulations may require more time than is available within a given class period. Limited resources, whether technological or material, can further complicate the selection process. To address these challenges, teachers need to carefully plan and select simulations that are not only pedagogically sound but also inclusive, culturally sensitive, and engaging for students with varying proficiency levels. According to Brown, there is a risk that they may not adequately address the targeted language skills and communicative goals, impacting the overall learning outcome⁵⁰. Additionally, if the simulations are not tailored to match the diverse proficiency levels of students, some learners may find the activity either too challenging or too easy, leading to uneven engagement and limited skill development. Cultural insensitivity in the scenarios may create discomfort or misunderstanding among students, disrupting the learning environment. Uninteresting simulations can result in decreased motivation, affecting active participation and the overall success of the speaking activity. Time constraints further complicate matters, as some simulations may demand more time than is

⁵⁰ H. Brown (2014). *Teaching by Principal*. 4th Edition. Plenary Hall Press. P.167

available in a typical class session. Limited resources, whether technological or material, can restrict the variety and quality of simulations that can be chosen. In essence, these problems highlight the importance of thoughtful simulation selection to ensure a meaningful and inclusive learning experience for all students.

c. Operational problems

English teachers in SMK S-3 IDHATA encounter operational challenges when implementing simulation activities for students' speaking performance, and these difficulties can impact the smooth execution of the learning experience. One prevalent issue is the availability and accessibility of resources. Technical glitches or a lack of necessary materials, such as technology or props, can disrupt the flow of the simulation and hinder its effectiveness. Coordinating and managing groups, especially in larger classes, presents another challenge, as ensuring equal participation becomes more demanding. Scheduling constraints and limited time during class sessions may also impede the seamless execution of speaking simulations, impacting the overall quality of the learning activity. Teachers face difficulties in organizing and structuring the activity effectively within the allotted time, potentially compromising its success. Additionally, the need for a well-structured orientation phase and thorough debriefing further

adds to the operational complexities. To address these challenges, teachers need to manage resources efficiently, plan carefully, and be adaptable in handling unexpected issues to ensure the successful implementation of simulation activities for students' speaking performance.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher summarizes the findings and suggestions derived from the preceding chapter. The outcomes of the data analysis conducted earlier are validated, and conclusions related to the research questions are presented. Furthermore, recommendations are offered for future researchers aiming to delve more comprehensively into this particular field of study.

A. Conclusion

Based on data analysis in Chapter IV, it showed that there are 3 main processes used by the teacher in implementing simulation activity for students' speaking performance at Accommodation Hotel Major of SMK S-3 IDHATA Rejang Lebong; first, Orientation, secondly, Simulation, thirdly, de-Briefing.

There are 3 main problems faced by the teacher in implementing simulation activity for students' speaking performance at Accommodation Hotel Major of SMK S-3 IDHATA Rejang Lebong; first, Time Constraint, secondly, the selection of Suitable Simulation, thirdly, Operational problems.

B. Suggestion

Finally, the suggestion for a better research in the future is proposed by the researcher. The suggestion are;

1. To the school

Schools can consider investing in resources and training programs that focus on creating engaging and impactful simulation experiences.

2. The Teachers

The teachers must follow ongoing professional development opportunities can be pursued to stay abreast of the latest teaching methodologies and simulation techniques.

3. The students

These activities provide practical and real-world applications of language skills, allowing students to apply what they've learned in a meaningful context. This hands-on approach helps improve their communication skills, pronunciation, and overall language proficiency. Simulations also foster a sense of confidence as students navigate various speaking scenarios, contributing to increased self-assurance in verbal expression.

4. The others researcher.

It is advisable to investigate diverse contexts and populations to broaden the understanding of how simulation activities impact various student groups.

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INSTITUT AGAMA ISLAM NEGERI CURUP
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Nomor : 592 Tahun 2023

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disertai tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.76/In.34/FT.5 /PP.00.9/9/2023
2. Berita Acara Seminar Proposal Pada Hari Kamis, 12 Oktober 2023

MEMUTUSKAN :

- Menetapkan**
- Pertama** : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
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Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Rima Surya Ningsasi

N I M : 17551054

JUDUL SKRIPSI : Simulation Technique used by Teacher in Teaching Speaking for 12th Grade of Hotel Accomodation Major Students at SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;



- Terselenggara :
1. Rektor
 2. Bendahara IAIN Curup
 3. Kabag Akademik dan Kemahasiswaan dan kerja sama



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Nomor : 25 /In.34/FT/PP.00.9/10/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

25 Oktober 2023

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Rima Surya Ningsasi
NIM : 17551054
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Simulation Technique used by the Teacher in Teaching Speaking for 12th Grade of
Hotel Accomodation Major Students at SMKS 3 IDHATA Kelompok Pariwisata
dan Kesehatan Curup
Waktu Penelitian : 23 Oktober s.d 23 Januari 2023
Lokasi Penelitian : SMKS 3 IDHATA

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,



Dr. Sakir Anshori, S.Pd.I., Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/013 /IP/DPMP/TSP/1/2024

**TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 625/In.34/FT.1/PP.00.9/10/2023 tanggal 25 Oktober 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL. : Rima Surya Ningsasi / Curup, 22 Mei 1999
NIM : 17551054
Pekerjaan : Mahasiswa
Program Studi/Fakultas : Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian : Simulation Technique Used By The Teacher In Teaching Speaking For 12th Grade Of Hotel Accomodation Major Students At SMKS 3 Idhata Kelompok Pariwisata dan Kesehatan Curup
Lokasi Penelitian : SMKS 3 Idhata
Waktu Penelitian : 09 Januari 2024 s/d 23 Januari 2024
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 09 Januari 2024

Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu
Kabupaten Rejang Lebong



ZUL KARNAIN, SH
Pembina/ IV.a
NIP. 19751010 200704 1 001

Tembusan :

1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMKS 3 Idhata
4. Yang bersangkutan
5. Ampir

**Observation Checklist of the Implementation of
Simulation Activity to Improve Students' Speaking Performance
(VALIDATED)**

No	Aspect	Indicators	Items	Yes	No	Notes
1	The Procedures of Simulation Activity (Sudjana, 2009)	1. Orientation	1. The teacher provides a clear and concise definition of simulation.	✓		
			2. The teacher explains the tasks that the students will be engaging in during the simulation.	✓		
			3. The teacher provides detailed information about the specific simulation being conducted.	✓		
			4. The teacher emphasizes the purpose of the simulation to the students.	✓		
			5. The teacher clearly describes the roles that the students will be assigned to simulate.	✓		
			6. The teacher assigns roles in a fair and equitable manner.	✓		
		2. Simulation	7. The teacher maintains a coaching and referee role, refraining from active participation in the activity.	✓		
			8. The teacher appropriately intervenes to facilitate educational opportunities during the simulation.	✓		
			9. The teacher records and evaluates students' performance during the simulation activity.	✓		
		3. De-Briefing	10. The teacher effectively organizes the students into small groups.	✓		
			11. The teacher involves three or four learning objectives as questions for discussion.	✓		

No	Aspect	Indicators	Items	Yes	No	Notes
			12. The teacher assigns each small group of students one question to discuss.	✓		
			13. The teacher instructs the students to write a summary of the discussion.	✓		
			14. The teacher gives sufficient time to the students to discuss the questions or task.	✓		
			15. The teacher visits each group approximately five minutes before the discussion time is up.	✓		
			16. The teacher chooses a speaker from each group to present the summary of the discussion in front of the class.	✓		

Validation Notes:

1. The validated version of the observation blueprint includes additional sections with aspect, indicators, items, yes/no choices, and notes. This change ensures a comprehensive and structured approach to assessing the blueprint.
2. In the validated version, more specific items have been added to further clarify the implementation of simulation activity to improve students' English speaking performance in the Vocational High School setting. This thorough approach ensures a comprehensive assessment of teaching practices, allowing educators to identify strengths and areas for improvement with greater precision.

Validator,



Rizki Indra Gucl, M.Pd.

**Interview Blueprint of the Problems in Implementing the
Simulation Activity to Improve Students' Speaking Performance**

(VALIDATED)

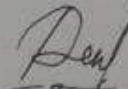
No	Aspect	Indicators	Questions
1	Limitation of Simulation Activity (Kaplan, Sadock, & Grebb, 1997)	1. Time Constraint	1. What problems have you faced in finding sufficient time for simulations, and how have you overcome them?
			2. Have you found any specific time-saving techniques or methods that have helped you incorporate more simulations into your teaching?
			3. Can you provide examples of how you have successfully integrated simulations into your English language syllabus despite time constraints?
		2. Selection of Suitable Simulations	4. What problems have you faced in finding simulations that align with students' language level and interests, and how have you overcome them?
			5. What strategies did you use to adapt simulations to meet the diverse needs and abilities of students?
			6. Have you ever encountered financial problems when it comes to purchasing simulation sets for the classroom? If yes, how have you overcome them?
		3. Operational Problems	7. What problems have you encountered when instructing students before implementing a simulation activity to improve their English speaking performance, and how have you overcome them?
			8. What problems have you faced in designating suitable roles to individual learners for a simulation activity, and how have you overcome them?

No	Aspect	Indicators	Questions
			9. What problems have you encountered in ensuring students fully understand the instructions for a simulation activity, and how have you overcome them?
			10. What problems have you faced when you must act as controllers during a simulation activity and are unable to effectively avoid interference, and how have you overcome them?
			11. What problems have you faced in providing constructive feedback to students based on their performance in a simulation activity, and how have you overcome them?

Validation Notes:

1. The validated version of the instrument blueprint has an improvement in its structure by replacing the original table format with a new format that has clear columns labeled "Aspect," "Indicators," and "Questions." This change makes the document easier to navigate and understand.
2. Overall, the validated version of the interview blueprint improves the structure, language clarity, and includes specific indicators and question items.

Validator,



Rizki Indra Guci, M.Pd.















BIOGRAPHY



She is Rima Surya Ningsasi, as known as Rima. A powerful, cheerful, friendly, and strong daughter of Mr. Sartono and Ms. Endang Pujiati, was born on May 22, 1999 in Curup. She really loves archery and she hope, someday, she will be a professional archer.

She studied at SDN 112 Rejang Lebong when she was at Elementary School and continued her studied at SMPN 2 Rejang Lebong and SMKS 3 IDHATA Kelompok Pariwisata dan Kesehatan Curup. She took Fashion Design major at this Vocational High School. She continued her higher level of school at Institute College for Islamic Studies and took English Tadris Study Program because she likes listening English song and watching English movie and interested in becoming an English teacher.