

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILL  
THROUGH SIMULATION TOOL STRATEGY AT THE SEVENTH GRADE  
OF NURIS JUNIOR HIGH SCHOOL JEMBER  
2022/2023 ACADEMIC YEAR**

**THESIS**



By:  
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JUNE 2023**

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**THESIS**

Presented to State University Islamic Studies Jember  
in Partial Fulfilment of the Requirements  
for Bachelor Degree (S.Pd)  
English Education Program  
Islamic Studies and Language Education Department  
Education and Teacher Training Faculty



UNIVERSITAS ISLAM NEGERI  
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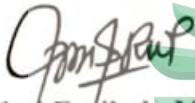
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## MOTTO

وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مِنْ أَمْرِهِ يُسْرًا

“And whoever is mindful of Allah, He will make their matters easy for them”.  
(At-Talaq:4)\*



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\* Dr. Mustafa Khattab, Syaikh Wisam Sharieff, the Clear Quran, Translation Transliteration and Recitation (King Fahad Complex.2023), 559

## DEDICATION

*Alhamdulillah Rabbil 'Alamin.* The Almighty. Allah SWT the most merciful and the most guiding. Our prophet Muhammad SAW who is the biggest motivator in this world. With all humility and gratitude, I dedicate this thesis to:

1. To myself, who success to make yourself believe and always do, nothing success without spending a lot of thought, energy and prayer. Keep trying and don't forget to be grateful.
2. My beloved parents, Ayah dan Ibu. Who never complain about every failure that I do and keep encouraging even though I have to fall many times. Thank you for raising and guiding me, so I understand that life would be incomplete without you.
3. My life partner, Mas Arif Bahroin, S.E. Who always love and give spirit encouragement to always be patient, responsible and never give up.
4. My beloved family, your warm hugs will always be encouragement forever.
5. My beloved teachers, who always teaches many things. Hopefully, the knowledge is blessed and useful.
6. Ustadzah Inayah Mukarromah, and her family who bring positive vibes in our circumstances. Thank you for giving so many lessons of life that have matured me.
7. All my beloved friend, who have given a lot of experience and a very pleasant circle of friends. Thank you so much!

## ACKNOWLEDGMENT

In the name of Allah SWT. The Almighty, the most gracious and the most merciful. Gratitude and praise to Allah, because of his sustenance and guidance, so the researcher can finished the thesis well. May Sholawat and Salam for my beloved prophet Muhammad SAW. who has guide us from the darkness into the lightness.

In this part, the writer would like to express her gratitude and appreciate to the some people who help, contribute, and encourage to the researcher in the process finishing this research:

1. Prof. Dr. H. Babun Suharto, SE.MM, as the Rector of UIN KH. Achmad Siddiq Jember.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I, as the Dean of Tarbiyah and Teacher Training Faculty of UIN KH. Achmad Siddiq Jember who had given the permission to do this research.
3. Dr. Rif'an Humaidi, M.Pd.I as the Head of Islamic Studies and Language Education Department, who had give permission to do this research.
4. As'ari, M.Pd.I, as the Head of English Education Program and also my thesis advisor, who has given his guidance, suggestion and patience.
5. All of the lecturers in English Education Department who has given me precious knowledge and experience during the entire of the semester.
6. Dr. Hasanatul Kholidiyah, M.Pd.I, as the headmistress of Nuris Junior High School Jember who has given permission to conduct this research.

7. Elyana Farida, S.Pd as the English teacher at seventh grade of Nuris Junior High School Jember who has given the researcher opportunities, suggestion and time to conduct the research in the classroom.

The researcher realized this thesis is far from word of perfect, but hopefully this research can be useful and as one of the contribution for further researcher and the readers to teaching-learning process especially in speaking skills.

Jember, 1<sup>st</sup> of June 2023



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## ABSTRACT

**Silvia Diah Permata Sari, 2023:** “The Implementation of Teaching Speaking Skill Through Simulation Tool Strategy at the Seventh Grade of Nuris Junior High School Jember 2022/2023 Academic Year”.

**Key Word:** Teaching Speaking Skill and Simulation Tool Strategy

English the language most often used by many countries as a language of communication between countries, so speaking English plays the most important role mostly in learning. Those condition make assumption that speaking English is the hardest skill that must be mastered by every student. Whereas, simulation is simulate real life by imitate something. Using simulation strategy make students thinking and creativity. Thus, by implemented simulation tool strategy it help the teacher to teach speaking skill. For the reason, this study aims to describe the implementation of teaching speaking skill through simulation tool strategy at the seventh grade of Nuris Junior High School Jember. The teaching objectives is focus on speaking that students are able to improve communicative skills both between students and with the teacher, because only in that way students can express their opinions or thoughts by speaking fluently.

The research question, there are: 1) What are the purpose of teaching English speaking skill through simulation tool strategy? 2) What is the material of teaching English speaking skill through simulation tool strategy? 3) What are the steps of teaching English speaking skill through simulation tool strategy? 4) What are the evaluation of teaching English speaking skill through simulation tool strategy?

To get the data, the researcher used qualitative research approach. The research design used in this research is case study research type.. Conducted Miles, Huberman and Saldana there are data condensation, data display, and verifying conclusion as the data analysis used by the researcher and data collection technique used in this research are interview, observation, and document review. To check the validity data of the research, researcher used source triangulation and technique triangulation.

This research concluded 1) The purpose of the implementation which is students active, speak fluently and more confident in speaking skill. 2) The material talked about describing thing which classify plural and singular noun. 3)The steps is used EEC plans consist of exploration, elaboration and confirmation. Itsame ith Hyland which explain the step of implementing simulation tool strategy include preparation, introduction (opening), activity (core) and debriefing (closing) focus on increase speaking skill in describing thing contain singular and plural sentence. 4) The evaluation used formative assessment. Formative assessment consists of two techniques: written test and practice test. Written test refer to fill in the blank exercise. Thus, for practice test the students performed by imitate the tool.



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# CHAPTER I

## INTRODUCTION

### A. Research Context

Everyone needs to communicate. As social human, every human being used language as communication tool in their daily life. Every human being needs language to communicate and convey their arguments and ideas to others. Actually, language is easy to get. Since childhood we have actually started to learn language either intentionally (acquisition) or unintentionally condition. The process of acquiring language in acquire language acquisition by children is naturally. This condition happens when children learn in his mother tongue age.<sup>1</sup> Based on Stephen Krashen learn language acquisition acquiring language process is income which refers to natural processes, involves humans to learn language unconsciously. From those process, teacher easy know the results of the student interaction between each students and the people around them.<sup>2</sup>

Nowadays, it is already a familiar word to hear and become strong mindset in the minds of students about English an International language , the language most often used by many countries as a language of communication between countries, that's why English is called an international language, which means that English is language that has been agreed to be the language of communication for everyone from any citizen. English consists of four

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<sup>1</sup> Uril Bahrudin and Suci Ramadhanti, "Implementation of Krashen's Theory in Language Acquisition Stephen", *International Journal of Innovation, Creativity and Change*, 8, 2020, 13.

<sup>2</sup> Stephen D. Krashen, "Principles and Practice in Second Language Acquisition, Review of Educational Research", of Southern California, 2009, vol. 33.

skills. aspects, there are listen, speak, read and write aspects. These skills must be mastered by every student who learns English. Even though students cannot master all aspects, at least students can and have more abilities in one aspect above. Currently, all student needs to have teaching objectives that focus on speaking meaning that students are able to improve communicative skills both between students and with the teacher, because only in that way students can express their opinions or thoughts by speaking fluently. Whereas, in in this study the researcher will focus on the speaking skill. Speaking is involves interaction with one or more participant.<sup>3</sup>

Basically, it should be realized that we as language users are EFL (English Foreign Language) or non-native foreign language speakers, in absorbing a learning either outside or inside the classroom will get different result. It is depend on some aspect that effect during the learning process itself. There are some aspects or factors that effect in learning process outcome include: internal and external factors. Internal factors mean anything that comes from within students that can have an influence on student learning outcomes. This factor consist of Physiological and Psychological conditions include motivation, talent, interest, intelligence and reasoning abilities (cognitive). Whereas, external factors mean anything that comes from outside of the students that also can give effect in student learning outcomes which consist of 1) Natural environmental factors, include the

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<sup>3</sup> Jeremy Harmer, *"The Practice of English Language Teachin"*, 3<sup>rd</sup> edition, London: Longman ,2001.

natural and social environment, 2) Instrumental factors include programs, curriculum, and infrastructure and facilities.<sup>4</sup>

The Indonesian Government issued: National Education System Law article 33 paragraph 3 of Law Number 20 of 2003 which states:

“Foreign language can be used as the language of instruction in certain educational units to support students’ foreign language skill. That is one of the most important reasons why e should learn English at school”.<sup>5</sup>

The statement explained that learning English as foreign language is needed in several educational units as a benchmark for student development , especially in speaking.

Speaking is a communication process to construct meaning that involves producing and receiving information. All humans have understood and tried to speak the language of good communication to carry out every activity in everyday life. Every human being will definitely communicate with each other because humans live in a society or live in a social environment that requires interaction with each other, so they need to speak up to voice their opinions. This is very relevant to the word of Prophet Nabi Muhammad SAW, which read:

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<sup>4</sup> Nur Irfan R, “*Pengaruh Belajar Sekolah Dan Motivasi Belajar Terhadap Hasil Belajar*”, Universitas Pendidikan Indonesia, 2019

<sup>5</sup> Undang-Undang (UU) Sisdiknas, pasal 33 ayat 3 No. 20 Tahun 2003



سَلَامَةُ الْإِنْسَانِ فِي حِفْظِ الْإِلْسَانِ

*“The safety of mindkind (is) in the protection of the tongue. (H.R.Bukhori)”<sup>6</sup>*

This word means every human being should speak truthfully and honestly. Someone should speak by giving a fact. Giving their opinion based on the theory and data.

Speaking is a very complex skill consisting of knowledge of language and discourse (grammar, pronunciation, vocabulary), core speaking skills (signaling intention, chunking, and turn-taking), and strategic communication (paraphrase, rephrase, and estimate). According to Widdowson, said that communication is part of a reciprocal exchange in which reception and production play a role involving receptive and productive participation. Speaking refers to the actualization of language used in spoken communication and visual media. Speaking is an activity in which a person can use facial expressions and gestures appropriately.<sup>7</sup>

Speaking is one of the basics skills that must be mastered by students. However, the case that occurs around based is that most students are unable or less proficient in practicing a language being studied. According to my interview and observation in Nuris Junior High School, I see that the program that offer with the school is really good and interest. For student who good in language they can join M-Language (Madrasah Language), for student who good in science they can join M-Sains (Madrasah Sains), and for student who

<sup>6</sup>WordSense Online, Cambridge Dictionary Online (31<sup>st</sup> May, 2023), <https://www.wordsense.eu/>

<sup>7</sup>Widdowson, H. G, “Teaching Language as Communication”. Oxford: Oxford University Press, 1978.

have ability out of both them can join M-Talent (Madrasah Talent) which giving evaluate every month. That is very interest program that can followed by all students. In other hand according to the English teacher VII at Nuris Junior High School Jember, said that in terms of grade VII, Many students is less proficient in the aspect of speaking skills. The basic reason given was that due to learning that took too long the 2019 covid pandemic, it had a major impact on the learning process such as learning that was outside the control of the teacher. The result is that students can do several other activities during the learning process of the system. This makes students unfocused and unable to understand the material as a whole. Then, strategy that using in the class is bored. The teacher almost using lecture method. It makes the students sleepy and not focus anymore. In the other hand, many students can't speak fluently even they in basic material for the example to introduce their self, or describing their thing. It is so pathetic.

The researcher try to provide simulation tool strategy to solve this problem. Simulation tool strategy have many benefits such us the student enthusiastically followed in learning process, student get more practically using the tool, students more confident and the most thing is the student enjoyed in class so the teacher and the students have good communication.

Based on current problem happen in Nuris Junior High School that to overcome students who are less proficient or less fluent in speaking English, This research was conducted to see the results of a learning strategy entitled "The Implementation Of Teaching Speaking Skill Through Simulation Tool

Strategy At Seventh Grade Of Nuris Junior High School Jember In 2022/2023 Academic Year”.

## B. Research Questions

Based on the background, the researcher formulated the following research questions that will be answered in the result of this research:

1. What are the purpose of teaching English speaking skill through simulation tool strategy?
2. What is the material of teaching English speaking skill through simulation tool strategy?
3. What are the steps of teaching English speaking skill through simulation tool strategy?
4. What are the evaluation of teaching English speaking skill through simulation tool strategy?

## C. Research Objectives

Based on the research question above, the objective of this study are:

1. To find out the purposes of teaching English speaking skill through simulation tool strategy.
2. To find out the materials of teaching English speaking skill through simulation tool strategy.
3. To find out the steps of teaching English speaking skill through simulation tool strategy.
4. To find out the evaluation of teaching English speaking skill through simulation tool strategy.

## D. Research Significant

This research is expected to give beneficial for the following parties both theoretical and practical knowledge:

### 1. For practically

- a. For student of English department, hopefully this proposal can be used as a reference or guide for teaching and solutions in schools which have similar problems, especially improve quality and capabilities of students in speaking skills.
- b. For English teacher, by writing this proposal hopefully English teachers can make one of these strategies as an alternative to improve students' speaking skills. In addition, it allows this strategy to be used to improve other skills in learning English.
- c. For other researcher, in addition to the two components above the author hopes that other researchers this proposal can be used as a reference for writing by improving the old methods, by providing new and better innovations.

### 2. For theoretically

Hopefully, the result of this research will be helpful for the readers, especially to contribute ideas or concepts, theories related to the implementation of simulation tool strategy in teaching speaking skill.

## E. Definition of Key Terms

The definitions given to make readers have the same understanding and perception an interpreting some terms that will be used in this research. They are also intended to avoid any ambiguity or misinterpretation as follows:

### 1. Teaching Speaking Skill

Speaking is about communication between two people or more that that. Speaking ability is shows how the speaker can arrange words to express his thoughts and the listener can understand it well.

### 2. Simulation tool strategy

Simulation is the way to student to show and develop their speaking skill with their thinking and creativity. Whereas the teacher needs describe the material to the student clearly, So the student can develop their speaking and creative thinking by describe the tool. The activity of simulation for example students can perform according to the function of the objects who students brought in their hand. Basically, simulation is same with role play, but simulation is more interesting, because simulation is process of role play by elaborate with something or tool. For example, when the student like singing they should bring a microphone or if student like to telling a story student can bring the item for the property to tell their story

## F. Systematic of Discussion

Systematic of discussion is a way of process the thesis discussion that starting from introductory chapter to the end or closing chapter. The form of

the systematic writing is a descriptive narrative, not table of contents. Systematic of discussion in this research as follows:

At **Chapter I** researcher would presented about the introduction of the thesis. This chapter consist of title, background of the research, research focus, research objective, research significant, definition of key term, and the last systematic discussion.

At **Chapter II** presented about the related literature. This chapter consist of literature review and theoretical framework.

At **Chapter III** presented the research method of this current research. This chapter consist of approach and design of research, research location, research subject, data collection technique, data analysis, validity of data, and the last research procedure.

At **Chapter IV** researcher would present about the description of the research object, data presentation and discussion.

At **Chapter V** presented about the conclusion and suggestion of this research.

## CHAPTER II

### LITERATURE REVIEW

The researcher would explain about related review include previous research and theoretical framework.

#### **A. Previous Research**

In this section, the researcher wants to mention the results of previous studies related to the completed research. This step allows us to see how far the originality and position of the research has to go. Here is a list of results related to language teaching and simulation tool strategy:

1. The first previous study that is used by the writer is “Teaching Speaking Using Simulation to The Eight Grade Students of Junior High School” authorized by Cintya Ayodhia Prabowo, Yuyun Yulia from Sarjana Wiyata Tamansiswa University in 2017.

The differences is, in their study are they using Classroom Action Research (CAR) methodology by using two cycles. The learning offered is only limited to dialogue by creating some groups. They conclude that the strengths of practical modelling are in increasing students' motivation and self-confidence in social communication. Disadvantages of simulation are that the activities were too long and difficult to control.<sup>9</sup>

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<sup>9</sup> Cintya Ayodia Prabowo, Yuyun Yulia, “*Teaching Speaking Using Simulation to The Eight Grade Students of Junior High School*”, Universitas Sarjanawiyata Tamansiswa, 2017, hal. 34

2. The second study written by Noraisah Nurul Fatwa Mohd Razali, Rosnani Ismail in 2017 with the title “The Use of Simulation And Role-Play in Enhancing Speaking Skills In Learning English Language”.

The differences in their study are they using mix method with collaborate qualitative and quantitative data collection. They also focus on student perception of the simulation and role play strategy to increase the speaking skill. The subject of the research is senior high school student. The result of this research is students shows positive vibes and they enjoy in simulation role play. So that it really helps teacher to improve students speaking skill.<sup>10</sup>

3. The third study are written by Henry Elisa, Clarry Sada, Yohanes Gatot Sutapa Yuliana in 2018 with the title “Teaching Speaking Through Simulation Technique to Improve the Students’ Speaking Ability”.

The similarities the of this study with the researchers are the study were taken in junior high school student by using same strategy to increase the student speaking skill. The differences are this study is they taken the data in eighth grade using (CAR) Classroom Action Research to implement the research design and using checklists, field notes, and speech tests as data collection tools. The results of the study proved that this method improves students' speaking ability in terms of grammar, vocabulary, comprehension, fluency and pronunciation. It can be seen that

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<sup>10</sup> Noraisah Nurul Fatwa, Mohd Razali, Rosnani Ismail, “*The Use of Simulation And Role-Play In Enhancing Speaking Skills In Learning English Language*”, Journal of Education and Social Sciences, Vol.6, Issue 2 (February 2003), ISSN 2289-1552.



their participation in the process of education has increased. The researcher suggests that when teaching speaking, teachers should use simulation methods to improve students' speaking ability for oral communication in classroom activities.<sup>11</sup>

4. The fourth study is written by Laura Angelini, Amparo García-Carbonell with the title “Developing English Speaking Skills Through Simulation-Based Instruction” in 2019”.

The similarities are this study using simulation strategy and to increase the student speaking skill. The differences are the data collect using quantitative. The simulation is divided into several groups by hear the instruction from the teacher. The data were taken in engineering student. From the research, the aim was to show whether simulation training leads to significant improvements in spoken English production. The results show that the students made significant progress in four language-related areas: vocabulary, pronunciation, expression and grammar.<sup>12</sup>

5. The last study is written by Pamadya Vitasmoro in 2017 with the title “Improving Students’ Speaking Competence Through Simulation Technique” (A Classroom Action Research in the Third Semester Students of Management Department of Economics Faculty, Kadiri University).

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<sup>11</sup> Henry Elisa, Clarry Sada, Yohanes Gatot, Sutapa Yuliana, “*Teaching Speaking Through Simulation Technique To Improve The Students’ Speaking Ability*”, Tanjungpura University, 2018.

<sup>12</sup> Laura Angelini, Amparo García-Carbonell, “*Developing English Speaking Skills Through Simulation-Based Instruction*”, *Teaching English with Technology* 19 (2), 3-20, 2019

The similarities is the research aimed to improve the students' speaking ability through simulation technique. The differences are; the research design of this study is using Classroom Action Research (CAR). The data collected using quantitative. The data were taken in university students. The result of the application showed that the use of simulation improved and improved the English language skills of students. Based on the above result, it can be concluded that the use of simulation teaching methods has actually improved the students' achievement in learning English, especially in the field of English.

**Table 2.1**  
**The Similarities and Differences Between**  
**Previous Research and Research Study**

No	Author's Name and Title	Similarities	Differences
1	2	3	4
1	Chintya Ayodia Prabowo, Nuyun Yulia (2017), "Teaching Speaking Using Simulation to the Eight Grade Students Of Junior High School".	Even though this research using CAR, but the researcher collect the data using qualitative method through observation and interviews.	a. The author design the research for all of students on 8 <sup>th</sup> grade. b. This research using Classroom Action Research (CAR) methodology in two cycles by make some groups.
2	Noraisah Nurul Fatwa Mohd Razali, Rosnani Ismail (2017), "The Use of Simulation And Role-Play In Enhancing Speaking Skills In Learning English Language".	The researcher will increase student speaking skill using simulation strategy.	a. They using mix method with collaborate qualitative and quantitative data collection. b. This research focus only in students perception of the simulation and role play strategy to increase the speaking

No	Author's Name and Title	Similarities	Differences
1	2	3	4
			<p>skill.</p> <p>c. The subject of the research is senior high school student.</p>
3	<p>Henry Elisa, Clarry Sada, Yohanes Gatot Sutapa Yuliana (2018), "Teaching Speaking Through Simulation Technique to Improve the Students' Speaking Ability".</p>	<p>a. The research aimed to improve the students' speaking ability through simulation technique.</p> <p>b. The data were taken in junior high school students.</p>	<p>a. Classroom Action Research implemented as the research design in this study.</p> <p>b. The data of the study were taken from eighteen students in class VIIIIB of SMP Nusantara Indah Sintang in Academic Year 2016/2017</p> <p>c. The researcher used checklist, field notes, and speaking test as the instruments of data collection.</p>
4	<p>Laura Angelini, Amparo García-Carbonell (2019), "Developing English Speaking Skills Through Simulation-Based Instruction".</p>	<p>The study using simulation strategy and to increase the student speaking skill.</p>	<p>a. The data collect using quantitative.</p> <p>b. The simulation is divide into several groups by hear the instruction from the teacher</p> <p>c. The data were taken in engineering student.</p>
5	<p>Pamadya Vitasmoro (2017), "Improving Students' Speaking Competence Through Simulation Technique".</p>	<p>The research aimed to improve the students' speaking ability through simulation technique</p>	<p>a. The research design of this study is using Classroom Action Research (CAR).</p> <p>b. The data collected using quantitative.</p> <p>c. The data were taken in university students.</p>

Based on some of previous studies on the table above related with teaching speaking skill and simulation tool strategy that have been discussed. We can see the similarities and also the differences. The similarities of the current research most of them are used same topic and variable to be research, that is teaching speaking skill and simulation tool strategy. Whereas, the differences between the previous research with this current research that is done by the researcher is from the variable level such us in junior or senior high school students, or in class level and in instrumental of collecting the data such us quantitative of Classroom Action Research (CAR). Meanwhile, this current research would offer the research design using quantitative research design. The uniqueness of the current research with the previous study is this current research is focus on the purpose, the step, the evaluation of implement simulation tool strategy in teaching speaking skill at seventh grade of MTs “Unggulan” Nuris Jember in 2022/2023 academic year where this focus has not already been research in some previous studies above. It would be a novelty in this research.

## **B. Teorithical Framework**

### **1. Teaching speaking skill**

#### **a. The definition of teaching speaking**

Brown defines “teaching is defined as showing or helping someone to learn something, instructing, guiding in the study of a

matter, imparting knowledge or understanding.”<sup>13</sup> Teaching means activity for teacher to teach the students in class by doing some activity that help students to understand the material. Teaching is process of transferring and catch knowledge from the teacher to students.

Whereas, speaking is " The process of creating and conveying meaning through the use of verbal and non-verbal cues in a variety of contexts ".<sup>14</sup> It means that speaking use for someone to communicate, to talk each other about anything they want to talk. In speech, ideas, facts, opinions or thoughts are conveyed to other people through the organs of speech. Organ of speech is when we make a sound, there are certain verses of our vocal tract. They move, trap air, and help us make sounds (words, sentences, or speech). Let's just say: the organs that produce sound are called speech organs.<sup>15</sup> Speaking ability can also be defined as verbal communication, which shows how well the speaker can correctly arrange words to express his thoughts and how well he understands the listener. Means, speaking is about listen and understand between the speaker and the listener can catch the point each other. It is same definition with Byrne by saying "Oral communication is a two-way process between the speaker and the listener, and includes the productive ability to speak and the receptive ability to understand (or

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<sup>13</sup> Brown, H. Douglass, *"Principles of Language Learning and Teaching, Third Edition"*, San Fransisco: San Fransisco State University, 2000, page 10

<sup>14</sup> Chaney, A.L, Burk, T.L, *"Teaching in Oral Communication Grade K-8"*, Boston, 1998, page 13.

<sup>15</sup> Udoy Rahman, *"Speech Organs"*, Daddofil International University, November 2020.

listen to understand)".<sup>16</sup> We can conclude that teaching speaking means teacher doing activities in circumstance of speaking with the students by pay attention to the quality level of speaking. The level or quality of speaking ability is determined by three aspects: fluence, accurate and comprehensible (communicative ability). Aspects of language skills include pronunciation and intonation. The accuracy aspect includes grammar, vocabulary choice, and the appropriateness of language expression or spoken expression, while the comprehension aspect includes the ability to make information understandable to other people and to understand other people's information. There are five types of speech: imitative, intensive, responsive, interactive, and extensive.

#### **b. The principle for teaching speaking skill**

Before going to the principle of teaching speaking, divided into four factors that suggest the English speaking class is success.<sup>17</sup>

- 1) Firstly, students can talk a lot in an English class. Means, Students can explore they idea and they can talk their opinion in English about meaningful context in good and correct language, speak fluently and smoothly so it help the students to develop their ability in real life.
- 2) The second is high motivation. The point is that students have a great desire if they want to learn to speak English, but this is needs

<sup>16</sup> Donn Byrne, *Teaching Oral English*, Longman, 1976, page 8

<sup>17</sup> Ur, Penny, *a Course in Language Teaching*, Cambridge: Cambridge University Press.1996, page 120.

strong encouragement, both from teachers, people around and themselves. Teacher should make the class relax with interesting activity, and relevant content with the student experience.

- 3) The third is participation is even. The teacher does not discriminate in treatment of each student. Teachers must provide equal opportunities to students without dominating anyone.
- 4) The last is language is at an acceptable level. The language given that use by the teacher must be easily accepted according to the level of student ability. So, the students easily understand the material and talkative to express all their idea and opinions.

The principle of teaching speaking is really need to make the class success in teaching speaking. Actually, there many opinions about the principle of teaching speaking. Let see the first opinion according to Brown as follows<sup>18</sup>:

- 1) Depending on your goal, focus on both fluency and accuracy. Provide tools with interactive activities that do not rely on grammar tips or pronunciation tips. Teachers need to understand students' needs from language focus on accuracy to the meaning of message communication or based interaction meaning and fluency.
- 2) Provide internal motivation techniques. The teacher should help the students to understand how the activity will benefit them so that the students will do their best.

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<sup>18</sup> Brown, H. Douglass, *Principles of Language Learning and Teaching, Third Edition*, San Fransisco: San Fransisco State University, 1994, page 268-270

- 3) Promoting the use of the original language in meaningful contexts.  
The teacher should provide the students with different grammar exercises in which we go around the house and select the correct answer from the students one by one.
- 4) Provide feedback and make appropriate corrections. Do not correct students' mistakes too often. Correction should not distract the reader from your speech.
- 5) Use the natural link between speaking and listening. As it is known, communication is speaking and listening together, and then everyone should understand each other.
- 6) Give students an opportunity to initiate oral communication. Give students more opportunities to speak the target language by providing a rich environment that includes collaborative work, authentic materials and tasks, and shared knowledge.
- 7) Encourage the development of speaking strategies. So, the students can use anything media and strategy.

Besides, according to the Nunan there are five principles in teaching speaking skill in the classroom as follows:

1. Students' awareness of the context of learning between second language (ESL) and foreign language (EFL)
2. The teacher should provide students with accuracy and fluency in practice.



3. The teacher made the students more active and allowed the students to speak in pairs or groups and allowed the teacher to limit the speech.
4. Designing a speech task that involves the negotiation of meaning. Negotiation here is a process of understanding each other and clarifying what was understood in the conversation with the partner, and finally confirming that the partner understood its meaning.
5. Designing instructional activities in both interactive and transactional discourse includes instruction and practice in designing instructional activities.

By take a look to the principle of teaching speaking, it is really need when teacher apply the strategy to the students. Because it can assemble the speaking activities running well to the class and achieve the goals of the teaching speaking itself. Another thing that should we know is, actually the principle of teaching speaking skill is classified in three level of learners; beginner level, intermediate and advance learner that all of those have different principle in teaching speaking skill.

### **c. The Components of Teaching Speaking Skill**

#### **1) Teaching purpose**

Speaking is a purposeful activity. Along with other activities such as writing, reading, listening. When we speak, we have specific reasons and goals. The purpose of our speech can determine the strategy we use to deliver it. It is strengthen by Harmer statement

that there are six good activities can apply in the classroom that make students interactive and communicative.<sup>19</sup> There are acting from script or scenarios, interactive games, discussion, prepared talks, and role play. On the other hand, Richards and Renandia, based on Apud Erna Apriyanti and English Essays, argue that speaking has different purposes and each purpose requires different skills. The different objectives of a speech there are:

a) To communicate

In informal conversation, it is used for light conversation.

As we know, usually this conversation only includes social interactions with other people, doing chatting with good people or closest people such as friends and so on.

b) To persuade

When engaged in a discussion with someone, in

conveying an idea. The purpose may be to receive or express an opinion, to clarify information, or to convince someone of something and so on

c) To improve attitude

Speaking is not only about we can talk our idea or opinion, but speaking can use to describe something, or even complain about people's behaviour or to make polite request.

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<sup>19</sup> Harmer Jeremy, *"The Practice of English Language Teaching"*, Longman Group Limited, New York, 2021, p.348-352

The objectives of speaking imply knowledge and the role how someone spoken language reflects the context or situation in which one speaks. From the explanation, it can be concluded that speaking is very useful for everyone in their real life, especially for students who study or study foreign languages. Speak has many formal and informal functions in any situation.

When it comes to teaching speaking skills, basically every teacher has the same goal. Just like a student can improve his speaking with fluency. Conducted by Goh, the purpose of speaking lessons is based on the factors and needs of the student. In this way, we can improve their speech, correct grammatical errors, eliminate their shyness and self-doubt, break their fear of speaking in front of the audience of the class, and point out the student mistakes, because they are poor speakers.

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 2) Teaching Materials  
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In teaching, material is one of complex tool that should be prepared before doing process of teaching learning. The purpose of given material to the student is to decrease of lack material so the student can increase their knowledge. Material can also make teacher easy to control the learning process. The material that has been prepared by teacher should interesting and fun during the learning process. So, the student will not easily boring and sleepy in

teaching learning process. use.<sup>20</sup> Conducted of Thomlinson by presented the material can in many ways such us instructional about the language, experiential to give engage with the language in use, through stimulation and research that can contribute to language discovery.

In making teaching materials it should be varied based on the level and the purpose. The level in teaching is divided into two categories.<sup>21</sup> The across level such material for children, teens, and adult. Whereas, the second across level such us material for beginner, intermediate and advanced level. So, a teacher should make and arrange the material suitable with the level so that a teacher should be careful and selective to give the material to each level. Based on Hughes, he presented the appropriate material are categorized into three, as follows:<sup>22</sup>

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 a) Provide teaching practice  
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In the meaning, every student expected can be leader for their friend moreover them self. It related with the purpose of speaking that all of the students can understanding with their partner talk about, so they can share each other. It can the material provide teaching practice.

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<sup>20</sup> Brian Thomlinson, *Materials Development in Language Teaching: 2<sup>nd</sup> Edition*, (Cambridge, Cambridge University Press, 2011), 2.

<sup>21</sup> Rebecca Hughes, *Teaching and Researching Speaking*. 2<sup>nd</sup> Edition, (Edinburgh Gate, Pearson Education Limited), 2011, page 5

<sup>22</sup> Rebecca Hughes, 5.

b) Upgrade the language and skill of learning

It also related with the purpose of teaching speaking that by giving the material the student will increase in spoken language. The student will speak well and more confident to speak.

c) Help the metacognitive development of students

By giving appropriate material, students expected can manage, organize and monitor them self to solve the current problem. For example, when the teacher give them issue or problem they can easily solve the problem by manage them self or by discuss with their friend to share the result.

**3) Teaching Steps**

In the teaching process, the teacher should make the class run well as soon as possible. To make the class effective the teacher must prepare step by step how the lesson will be directed so that there are no obstacles when the learning process takes place. Most of us call it a lesson plan. A lesson plan is a teacher's road map of what students should learn and how to effectively implement it during the lesson.<sup>23</sup> Based on the definition before, so the teacher should prepare first about what they want to do in the class so the class is effective. Good unit plans start with a good idea and should always include evaluation. A success lesson plan in the learning process

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<sup>23</sup> Stiliana Milkova, “*Strategies for Effective Lesson Planning*”, Ann Arbor (University of Michigan), 2021

should fulfil the three key components of lesson plan there are before, during and after the class. Here the 6 steps for preparing the lesson plan as follows:

1. Identify the objectives for student learning

Student Learning Objective (SLO) in other or is a goal student in the learning process. Student Learning Objective is the achievement of a long-term educational goal or set of goals created by a teacher or group of teachers using data information about students and their learning over a period of time.<sup>24</sup> By make SLO it will make the teacher easy to design the lesson plan because they have been known about hat the teacher and the student goal in the lesson.

Actually, there are many ways to make Student Learning Objective (SLO), this is one way to make SLO as follow:

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a. determine what students will learn and be able to do at the end of the lesson. Answer the following questions to help the teacher organize the SLO:

- What is the subject of the lesson?
- What should students learn?
- What should they be able to understand at the end of the lesson?
- What should they get from this special lesson?

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<sup>24</sup> Paul Hambleton, *“Defining Student Learning Objectives and How to Write One”*, (Washington, DC, National Education Association), 2017

Each class consists of individual students with their own characteristics. This information is important for developing educational goals and teaching practice.

b. Develop the Introduction

The second way after we have asked about SLO is to develop the introduction. Basically, there are many ways to develop. One of them is we can ask about their activity or gauge students or the teacher can ask the student by asking by sending student electronic survey before that class start. It should do by the teacher because every student has different background, activity and so on. Develop a creative introduction to the topic to generate interest and provoke thought. You can use a variety of techniques to engage students (eg, personal anecdotes, historical events, thought-provoking dilemmas, real-life examples, video clips, practical applications, test questions, etc).

4) Select the assessment you want to use to measure student learning.

As the researcher said earlier, good unit plans start with a good idea and should always include evaluation. The assessment should be comfortable for the student at this level. Therefore, the teacher must judge carefully.

5) Set growth target for students in a group

In order to see the development of students' knowledge in the classroom, it is also necessary to take into account the results of the

pre-test and the potentials during the study. Use a growth model that considers the development of all students rather than achieving a single growth goal.

- 6) Develop the instructional strategies that will best support students in their learning.

After the teacher see one by one of development of the student, the teacher must be developed with what they need to make the Student Learning Objective (SLO) perfect.

- 7) Teaching/learning activities

A teacher should make the activity fun and interesting activity by make different strategy so the student not stuck anymore. So, the student will catch the point of the lesson faster. We can use different styles during the learning process as you plan your examples and activities, estimate how much time you will spend on each. Then, you should prepare to move in the next step that you have arrange the other activities.

- 8) Strategies to check student understanding`

Teacher should smart in guessing with the student wants. Teacher should prepare what the question that will be ask to the students to check their understanding. It should use different way so the student will more focus and interest to learn the material.



Based on the explanation above, it suitable with Hyland that explain about the steps of implementing simulation tool and used by the teacher to implement this strategy, as follows: <sup>25</sup>

a) Preparation

The activity of preparation is the opening of the activity. In this step the teacher can make students confident to speak, interest and teacher make the class in real-world setting such as give motivate, give spirit, etc.

b) Introduction

In this step the students were briefed about the task of what they should do in simulation. The teacher can inform how the role to perform.

c) Activity

This step conducting of performance using simulation tool. It can by small or large group

d) Debriefing

In this step, teacher help students understand the exercise, review the language used and build on weaknesses

The Hyland theory about the steps of implement simulation tool strategy above is used by the teacher that observed by the researcher for this research.

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<sup>25</sup> Hyland, K, "Language-Learning Simulation: A Practical Guide (Online Serial), 1993

#### d. Teaching Evaluation

Teaching evaluation is the last step that must be done in teaching process. There is no good and complete communication before being evaluated and criticized by others.<sup>26</sup> Basically whatever activity it will be get or give judgments, critic, suggestion or another opinion of others. It is already included in evaluation. Based on Jeremy Harmer, there are two types of assessment. There were summative assessment and formative assessment.<sup>27</sup> Summative assessment is to know whether the teaching learning has achieved its goals which concern with measure the product of student learning. Formative assessment is focus on increase the level of the students in teaching learning which concern with the ability of the student.

According to Harris The evaluation include five components that should be evaluate during the class. There are vocabulary, comprehension, grammar, fluency, and pronunciation.<sup>28</sup> The process of evaluating students in the class such us the student will evaluate agrees or disagrees with the topic, reacts to the language used and forms his own opinion about the presentation. People will always evaluate communication in some way, it's an inevitable part of the process. In addition, by evaluating the performance of others, students learn to

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<sup>26</sup> Bock, Douglas G.; Bock, E. Hope, “*Evaluating Classroom Speaking*”, Washington D.C, Department of Communication Utah State University, 1981

<sup>27</sup> Jeremy Harmer, “*The Practice of English: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408

<sup>28</sup> Harris, David, “*Testing English as a Second Language*”, New York: Mc. Graw Hill Book Company, 1974.

identify effective and ineffective behavior in a conversational situation. In evaluation, if there is a judgment it must be there is feedback. Usually, the evaluation of teaching speaking it must be present in form of number or quantifiable. But, in this thesis the data will present in narrative descriptive because using qualitative. The intended evaluation is whether the method used is appropriate or not, effective or not and can develop students' speaking in class.

**e. Kind of speaking**

Speaking is one of skills that almost always use by every human being every situation in life. Speaking in the class is about transactional activity between teacher and students, students and student how the classroom activities are in good organize. Speaking is almost closely interrelated. Conducted from Brown, stated that speaking is the most productive activity that can be easily and empirically observed, the observation is always made with the accuracy and efficiency of the examiner in speaking ability. Basically, speaking is more interesting activity than witing or reading activity. Because in speaking, someone don't usually speak in full sentences and use less vocabulary than in written language. So that, Speaking called have distinctive characteristics. Brown said there are several kinds or basics of speaking should attention by students in teaching speaking skill, as follows:

### 1) Imitative

Most of the performance shown in learning speaking is imitating. Usually, students are able to imitate of a phrase or sentence. The purely phonetic level of oral production of a number of prosodic, lexical and grammatical features included criterion performance. Sometimes, we can see at one of continuum of speaking types is the ability to simply imitate, or we called it parrot back.

### 2) Intensive

Usually, intensive speaking production of short stretches to show the competence in a narrow group of grammatical, phrasal, lexical, or phonological relationships. For example, used in small groups of no more than 10 people.

### 3) Responsive

As we know responsive speaking is the activity of asking for feedback, like comments, suggestions or others. Usually, this response is only in short conversations, small talk that require responses such as greetings, and short questions that require responses. This kind usually used in classroom giving question and comments, giving instruction, direction or on the contrary between teacher and students or on the contrary.

#### 4) Interactive

Interactive speaking is including face-to-face conversations, we must take turns listening and we may ask for arguments, or further explanations. Interactive speaking consisted of two, as follows.

##### a) Transactional (dialogue)

Interaction just the two forms of transactional language used to exchange and convey specific information or interpersonal communication. It is an advanced form of responsive language. For example, conversations for them are more conversational than reactive.<sup>29</sup> This kind of types use such conversation in group work or team activity as well.

##### b) Interpersonal (dialogue)

Interpersonal dialogue which has purpose to exchanging and conveying social relations than for the transmission of facts and information.

The difference between responsive and interactive speaking is in the length and complexity of the interaction.

#### 5) Extensive (monologue)

In extensive speaking, a speaker only speaks alone or monologues. Like giving speeches, storytelling where there is very

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<sup>29</sup> Brown. G. Douglas, (2004), *“Teaching by Principles: An Interactive Approach to Language Pedagogy, 2<sup>nd</sup> edition”*, p.272

limited interaction with the listener. In this stage, the students should be able to produce their own language with their own idea.

This kind of speaking type use in this research is extensive speaking as the assessment. At the extensive level, the test-takers are ordered to arrange a particular paper or assignment and then present the materials in front of the class. Extensive speaking tasks involves complex, relatively lengthy stretches of discourse. They are frequently variations on monologues usually with minimal verbal interaction.<sup>30</sup> There are several kinds of intensive speaking as the designing assessment, such as:

a) Speech (Oral Presentation or Oral Report)

This type of assessment is commonly implemented for a report, work or project in the classroom (school) setting. Oral presentation can be used for comprehensive or analytical assessment of oral ability. It is suitable for programs at the intermediate or advanced level of English. Focus on content and presentation (gesture, style).

b) Picture-Cued Story Telling

The use of a picture or series of images should serve as a stimulus for a longer story or description. Test-takers are given a sequence of picture stories and then create a story based on the pictures with enough detail in setting and characters to test

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<sup>30</sup> Brown. G. Douglas, p.179

vocabulary, tenses, irregular past tense and even fluency as a whole.<sup>31</sup>

c) Retelling a Story or News Event

Retelling a story takes a long stretch of discourse with different genres, preferably a narrative genre. Focus on the meaningfulness or the important of the relationship of event within the story, fluency, and interaction with the audience. In this case the take-takers hear the story and orally retell the story.

d) Translation of Extended Prose

The type of exam is a longer text in written form. Test takers need to learn before they can easily interpret the text on the actual test. Text can include dialogue, complex direction, synopsis or film. A bachelor's degree is suitable for this type.

Therefore, the researcher used some of the assessment to assess extensive speaking such as retell and speech assessment, but the researcher will give free way to the teacher what the teacher used to apply in the class during the students relax and interest to the strategy itself.

**f. Assessments of speaking**

Assessing speaking performance requires teachers be linguistically competent. It is relevant with Nunan statement by saying that speakers need to have sufficient vocabulary and control structural

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<sup>31</sup> Brown. G. Douglas, p.181

and grammatical components. In addition, speaking is not just saying words, but a speaker must have competence, so that a listener can easily understand the intent of the speaker. It has to be logical, appropriate to the context and not raise any questions. According to the Harris (1974), speaking assessment could from five skill, there are:<sup>32</sup>

### 1) Comprehension

For oral communication requires the subject to respond to language as well as initiate it.

### 2) Grammar

A student who is doing an assessment on speaking can be assessed from their grammar. On how they control its usage within sentences, It is needs for students to arrange a correct sentence in conversation. Where students use grammar according to the rules appropriately, correctly.

### 3) Vocabulary

Vocabulary refers to appropriate vocabulary used in communication. The usage of vocabulary features in their conversation used by the student who doing the test or test takers indicate how their speak level. Students who want to good in speaking should have a sufficient vocabulary, so the students can communicate effectively or express their thoughts both orally and in

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<sup>32</sup> Harris, David, "Testing English as a Second Language", New York: Mc. Graw Hill Book Company, 1974.



writing. Without grammar you can teach very little. Without mastering vocabulary, an English learner cannot speak correctly

#### 4) Fluency

Fluency is the ability to read, speak or write easily, fluently and expressively. A language ability assessment can be used to determine how reliable a speaker is. Language can be defined as the ability to speak fluently and accurately. Whether he/she hesitates and makes pauses in each word production. In addition, students describe coherently so that what the speaker message conveyed reaches the listener. Fluency means the capability of someone can speaks fluently with little pause. The pause only in a small number like “ums” and “ers”.

#### 5) Pronunciation

Pronunciation is how students produce clearer language. It examines the phonological process, the constituent parts of grammar, and the principle of how sound patterns are formed in speech. Bickart (1998) classifies pronunciation as one of the basic skills of speaking. This criterion of speaking assessments checked total amount of errors or the total occur while the test takers pronouncing words and how they influence of communication. In speaking, pronunciation plays a vital role in order to the process of communication easy to understand.

## 6) The Components of Teaching Speaking

The components in teaching speaking skill is important. According to the Vendervekent (1990) stated there are three components in teaching speaking skill<sup>33</sup>, as follows:

### a) The speakers

Speakers is someone who produce the sound, who share their ideas. The speaker can express their opinion, their feeling or other. Speaker need listener to express it. So, if there is speaker and listener it will no opinion or feeling can be stated.

### b) The listeners

The listener is someone who receive information, the opinion, feeling from the speaker. If there is no listener, the speaker can express their feeling or their opinion in form of writing.

### c) The utterances

Utterances is a word or sentence that produce by the speaker.

## 2. Simulation tool strategy

### 1. Definition of simulation tool strategy

Nowadays, simulation strategy applied in several disciplines such us nursing, medicine, engineering, also language. Simulation is

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<sup>33</sup> Vanderkevent,, “*Teaching Speaking and Component of Speaking*”, New York: Cambridge University Press, 1990.

activity where the participants are assigned task and give information without pretending.<sup>34</sup> Simulation is one way that can provide opportunities for students to expand and improve the practices, feedback, and assessment given during the learning process. Simulation strategy is very suitable apply for students who learn speaking because it makes the students more confidence and have high motivation to perform or practice speaking in the class. The students will relax enjoy and fun doing activities with their friend with using a tool. If the students happy they will have motivation and not shy to speak in front of the classroom.<sup>35</sup> Simulation is based on mimics real-word processes or system. The key information simulation tool for performing tasks, thinking, negotiating and solving specific problems. Also, a tool is a device that you use with your hands to fix something or repair something that helps you do a specific job.<sup>36</sup> In other word, simulation tool strategy means the students can speak everything, about what they want to speak based on their ideas by bring tool in their hand, they should perform according to the function of the objects.

The simulation serves to promote effective wells of interpersonal relationships and social transactions with fellow students.

This simulation usually can be done by giving assignments where

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<sup>34</sup> Jones. K, “*Simulation: A Handbook for Teachers and Trainers*”, London: Routledge, 2013.

<sup>35</sup> Pamadya Vitasmoro, “*Improving Students Speaking Competence Through Simulation Technique*”, Kadiri University, 2017.

<sup>36</sup> Cambridge Dictionary, “*Cambridge University Press and Assessment 2023*”, <https://dictionary.cambridge.org/dictionary/english/tool>, March 10<sup>th</sup>2023, 17.32

students can find their identity. According to Klabbers, stated simulation as learning and instructional resources.<sup>37</sup> Kriz stated simulation is a dynamic educational setting or interactive learning environment that transforms problem-based learning. The evidence demonstrates that simulations have a significant impact on educational structures.<sup>38</sup> From this explanation it is very clear that simulation is a speaking activity that can make students more creative and confident, because during the simulation students will be asked to bring real tools or objects that make them happy to describe it. This is very supportive, because students can freely express their opinions and arguments about the objects they like.

Actually, simulation is same with role play, but simulation is more interesting, because simulation is process of role play by elaborate with something or tool. For example, when the student like singing a song they should bring a microphone or if student like to telling a story student can bring the item for the property to tell their story.

#### **b. The benefits of simulation tool strategy**

There are lots of advantages when we use the simulation tool strategy. Students are more confident, more creative and they can

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<sup>37</sup> Klabbers, J.H, *“The Magic Circle: Principles of Gaming and Simulation”*, Rotterdam: Sense Publishers, 2009.

<sup>38</sup> Kriz, W. C, *“Creating Effective Learning Environment and Learning Organization Through Gaming simulation Design. Simulation and Gaming”*, 34 (4), 2003, p.495

respond to each other. The other benefits of using simulations tool strategy:

- 1) Meet students' need for realism. Every student need something real. Then by using real tools this can be used as a reference to improve students' abilities in speaking.
- 2) Increase students (and teacher) motivation. The teacher as a facilitator and motivator for students must give students stronger motivation regarding learning English by means of good in speaking is one way.
- 3) Makes the teacher not sort out students so that they will be simulated together with the same treatment.
- 4) Making students more confident when presenting something, so that it will slowly reduce their anxiety and worry when speaking.



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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Approach and Design of Research

The approach for this research, the researcher used qualitative research approach. According Lodico, Dean, and Katherine “Qualitative research reports data in narrative form (using words instead of numbers).”<sup>39</sup>. This is because the researcher do not present the results of their research using numeric or scores, but in the form of statements that are described by assessing the quality of the strategy or method used by researcher with reference from results of data collection.

The research design used in this research is case study research type. This type focus on single phenomenon only. The researcher doing intensive systematic investigation on how the researcher gives recent strategy which tasted to the students. So it can determine perfectly. It is also support by Donal Ary statements that “Qualitative research is research that tries to understand a phenomenon by focusing on the big picture rather than the variables. The goal of qualitative research is a comprehensive picture and in-depth understanding, not a quantitative analysis of data.”<sup>40</sup>. This statement makes it very clear that the use of qualitative methods is a method in which data is analyzed, but in a descriptive or explanatory text.

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<sup>39</sup> Marguerite. G Lodico, Dean T Spaulding and Katherine N. VoegtI, “*Methods in Educational Research, 2nd Edition: From Theory to Practice*”, (San Fransisco: Jossey-Bass, 2010), 143

<sup>40</sup> Donal Ary, “*Introduction to Research in Education, 8th Edition*”, (Belmont USA: Wadsworth, 2010), 29.

Therefore, in this study the researcher examined in depth to described the goal, material, step, and evaluation applied in teaching speaking skill through simulation tool strategy at seventh grade students of Nuris Junior High School Jember in 2022/2023 academic year.

## **B. Research location**

The research location is object research activities. Location determination is very important to do in order to get data according to the focus of the problem in this research. The research location is determined because there were gaps and uniqueness in term of the activity and the location determined as a place to look for various data to support the research

The researcher taken the data at Nuris Junior High School which is located in Jl. Pangandaran 48 Antirogo, Sumber Sari, Jember. East Java. The reason why the researcher chose this place are: First, the school it is very interesting because the school located in pesantren and progressing fast. The second the school have complicated problem especially in speaking English due to impact of pandemic Covid 19 so the learning practice of speaking in front of an audience in the classroom is lacking and method that used in the learning process mostly used speech method. Thus, the researcher interest to observe by recent this strategy and the researcher has been gotten permission from the English teacher to observe the students by implement this strategy. The last the place is appropriate with the student condition using the strategy for their speaking skill.

### C. Research subject

Research subject is the data that used by the researcher to collect the data as data result. This research using purposive technique. Purposive technique means techniques to determine informants with specific goals and considerations. According to Creswell purposive technique ensures that only those respondent or informant can make a meaning consideration to the research are included in the study.<sup>41</sup> The subject who suitable in this research are:

1. Ning Dr. Hasanatul Khalidiyah, S.Pd, M.Pd as the headmaster of Nuris Junior High School Jember that designated as an informan to obtain school profile data.
2. Mam Eliyana Farida, S.Pd as the English Teacher at Nuris Junior High School Jember that designated as the informan to obtain data contain the purpose, the material, the step and the evaluation in teaching.
3. Students at the seventh grade (VII I) of Nuris Junior High School Jember. Especially Afifah, Nuzila, Olivia, Quinna, Aisyah who join the group interview.

Before the researcher choose the subject, the researcher had researched in three previous classes, and consulted with English subject teacher regarding students where suitable to implement simulation tool strategy. The researcher choosen the English teacher subject and took all members in VII I which the as the research subject conducting observation researcher take five people

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<sup>41</sup> Creswell, J.W, “*Qualitative Inquiry and Research Design: Choosing Among the Five Traditions*”, Thousand Oaks, CA: Sage Publition, 1998



taken from the class as the informant in interview, which have been categorized according to the basic, intermediate and advanced levels that have been recommended by English subject teachers. This is a uniqueness in this research because the informant are women.

#### **D. Data collection technique**

The data collection technique in this research were observation, interview technique and document analysis. Here the description as follows:

##### **1. Observation**

As Creswell statement, stated that observation is open-ended. Firsthand information by observe people at a research site.<sup>42</sup> Observation is a way of gathering material information through the process of observing and systematically recording phenomena.<sup>43</sup> In other words, research that use observation method is a one way for researchers to obtain accurate data through observing systems, viewing system which of must be systematic.

Observation is about observing the people and the place at a research site. There are many things that should be prepared in observation technique. Firstly, we should select the place where we want to observed so can help the researcher to understand the central phenomenon. Secondly, looking around the site of the place. Third, identified what the researcher wants to observed such who, what, when, and how long the

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<sup>42</sup> John W. Creswell, “ *Educational Research: Planning Conducting, and Evaluating Quantitative and Qualitative Research*”, 4<sup>th</sup> Edition (Boston: Pearson, 2013), P. 213

<sup>43</sup> Rina Febriana, “*Evaluasi Pembelajaran*“, (Jakarta: Bumi Aksara, 2019), hal 47.

process to observed. Fourth, determine an emphasize that you are an observer so you need to prepare what need to be prepared during the observation. Fifth, you have to carry out further observations so that you understand more information about the site that you observed. Sixth, design what should you do and record during the observation. Seventh, consider and think what information you will record, then record descriptive field note. Ninth, you should make the student known you, so they can help you but remember don't disturb them in their learning process, the last is you should leave the site slowly. In this research the researcher as passive participant because the researcher does not lead or join the activity. In this research, the researcher use passive participant, researchers observe and record the behavior of their subjects in their environment without talking or interacting with them.<sup>44</sup> Which means the researcher come to the location and join the activity, even though the researcher just being an observer.

From the explanation above, it can conclude that by using observation as one of the way to collect data. As the data obtained through observation procees to support this research to observe the result of the purpose of this research, the material to develop the student activity, the steps to lead the activity and the evaluation to assess the student focus on teaching speaking skill through simulation tool strategy at seventh grade of

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<sup>44</sup> Dawn Brancati, "Social Saintific Research", Thousand Oaks, CA: Sage, 2018.

Nuris Junior High School Jember. The data will be included in the attachment chapter.

## 2. Interview

The interview consists of gathering information through questions. Interview data can be collected by listening to individuals, recording, videotaping responses, or a combination of methods. The structure of interview is the question as well as their order already schedules. In addition, if the researcher can give more explanation if the subject needs more explanation, or give response to clarify if the answer vague.<sup>45</sup> The informant in the interview section like the researcher explain before, the researcher choosen the English teacher subject and six people taken from the class, which have been categorized according to the basic, intermediate and advanced levels that have been recommended by English subject teachers. Basically, There are four type of interviews:

- a. One-on-one interview  
 This type usually using for the participant who can speak well, no hurry and comfortable in speaking. So, during the interviewing process the researcher can write the result answer of the participant. Conducted from Carolyne, *In-Depth Interview* is a qualitative research method that involves conducting intensive one-on-one interviews with a small number of respondents to examine their views on a particular

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<sup>45</sup> Dr. Karim Nabawi, "Data collection methods (interview and questionnaire)", 2017.

idea, program, or situation.<sup>46</sup> This technique usually can used when we asked about detailed information about person's thoughts, behaviour and issues in depth.

The advantage of this method is that it allows the researcher to provide more detailed information than other data collection methods such as surveys. It can also provide a quiet and pleasant atmosphere for gathering information. The process or steps of conducted *In-depth*

*Interview* as follows:

1) Plan

- a) Identify who will be involved,
- b) Identify what information is needed and from whom,
- c) Identify the interview will be individual or group and what level will be interviewed.

2) Develop Instruments

- a) What to say to interviewee when setting and beginning the interview,
- b) What to do during interview (take a notes),
- c) Develop the lists of question that would ask to the interviewee,
- d) Where necessary, translate into local language.

3) Train Data Collectors

Identify and training interviewee.

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<sup>46</sup> Carolyn B, M.A, Palena N, PhD, "CONDUCTING IN-DEPTH INTERVIEWS: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input", Pathfinder International, May 2006

#### 4) Collect Data

- a) Summarize the key data soon following the interview,
- b) Verify information given in interviews if necessary

Basically, this technique does not disturb the students time to study. The interview doing the learning process spontaneity during the learning process. So, it makes the students relax to answer and respond the researcher.

#### b. Focus group interview

According to the type, the researcher should interview in a group such us four or more than six participants. This type usually the researcher gives a small question and there are some responds from the participants.

#### c. Telephone interviews

This type is to get small information from the participants using telephone.

#### d. Email interviews

This type consists of collecting open-ended data through email, so the participant and the interviewer using mobile phone or computer to do and using internet connection.

According to the explanation above, the researcher use two technique which is divided into two section, as follow:

- 1) The researcher used one-on-one interview or In Depth Interview to obtain the data from the headmaster and the English teacher.

- 2) The researcher used focus group interview to obtain the data from the group which choose by the teacher.

Using triangulation as collecting the data is good choice. Interview is one the components in triangulation. Using interview in this research make easy to get the result to support the data. To add and strengthen the data of purpose of implement this strategy, about the material imply, steps, and evaluation to do of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember.

### 3. Document review

According to Bowen, document review is examination and interpretation of data to extract meaning, understanding, and empirical language.<sup>47</sup> Document review is an attempt to gather information by examining a written object.<sup>48</sup> Document review is carried out on variables or items of the transcripts, photos, recording or tapes, books, inscription, etc.<sup>49</sup> The instrument of data collection tool is called documentation form or document recording form, while the source the data is in the form of notes or documents. Documentary method is data collection efforts by examining written objects for examples in the form of pictures, videos, or

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<sup>47</sup> Glenn Bowen, "Document Analysis as a Qualitative Research Method", *Qualitative Research Journal* (August, 2009): 27-40, DOI: 10.3316/QRJ0902027

<sup>48</sup> Mundir, "Metode Penelitian Kualitatif dan Kuantitatif" (Jember: STAIN Jember Press, 2013), 86

<sup>49</sup> Suharsimi Arikunto, "Prosedur Penelitian Suatu Pendekatan Praktik" (Jakarta: PT Rineka Cipta, 2013), 201

even key notes as real evidence in research learning process in English subject.

In this research, the data obtained to the documents were:

- a. The profile of Nuris Junior High School Jember
- b. The vision and mission of Nuris Junior High School Jember
- c. The teacher and staff data of Nuris Junior High School Jember
- d. The data of students at eight grade (VII I) of Nuris Junior High School Jember
- e. The lesson plans
  - 1) Core Competence
  - 2) Basic Competence
  - 3) Learning Objectives
  - 4) Learning Model
  - 5) Learning strategy
  - 6) Learning Resource
  - 7) Learning Media
  - 8) Teaching tools and materials
  - 9) Learning activities (steps)
  - 10) Assessment
  - 11) Evaluation.



The document during collecting the result of the research include the picture of interview and the observation to get the data and strengthen the result of purpose, material, steps and the evaluation of

teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember.

## E. Data analysis

Developed by Miles, Huberman, and Saldana, according to them there are three stages in conducting data analysis process in qualitative research, as follows:<sup>50</sup>

### 1. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming data into the author's text (observation notes, interview transcripts, and documents). The researcher will look for data by recording important points from the summary results obtained during the study. This is done with the aim of obtaining results or data that are accurate and relevant to the field being studied. then the researcher makes a summary regarding the goals, materials, steps and evaluation of teaching speaking skills through simulation tool strategy in the form of the important points above.

#### a. Data Display

In this process, researchers manage data and information obtained by researchers sequentially to make a conclusion. This description contains the implementation of learning speaking skills through a simulation tool strategy includes teaching objectives, teaching materials, teaching steps and teaching evaluation. In this part the

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<sup>50</sup> Matthew B. Miles, A, Michael Huberman, Johny Saldana, “*Qualitative Data Analysis, a Method Source Book*”, 3<sup>rd</sup> Edition ( USA: Sage Publications, 2014)



researcher presents the data using the descriptive method on field notes from the results of interviews and observations. Then the researcher cross-checked, re-examined whether the data was in accordance with what the researcher wants or the researcher take further action on these results the data that has been presented is related to objectives, materials, steps, and evaluation of teaching speaking skills through the simulation tool strategy method in seventh grade of Nuris Junior High School Jember in 2022/2023 academic year.

b. Verifying Conclusion

At this stage the researcher draws conclusions. But it needs to be underlined because this conclusion is still temporary. However, if later after the research is carried out again, you get different data, it can be corrected again and verified. Then, after the data was carefully collected and corrected, according the focus of this research and has been verified later in the final stage the researcher concludes about the objectives, materials, steps, and evaluation teaching speaking skills through the simulation tool strategy method in seventh grade of Nuris Junior High School Jember in 2022/2023 academic year.

**F. Validity of data**

Validity data is very important in research. Researchers can use triangulation as a technique for data validity and data authenticity<sup>51</sup>. The triangulation method is very familiar and is often used to validate qualitative

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<sup>51</sup> Nusa Putra, “*Metode Penelitian Kualitatif Pendidikan*”, (Jakarta: Raja Grafindo Persada, 2012), 103.

data. This is reinforced by the statement from Moleong. He explained that "triangulation is a technique to check the validity of data using something else to compare the data"<sup>52</sup> The data obtained by researchers is necessary to be processed and cross-checked very carefully so not out of from the object research. For this reason, the validity of the data was tested via triangulation. The triangulation in research uses source and technique.

#### 1. Source triangulation

There are 2 ways in this triangulation. The first is source triangulation. Source triangulation is done by comparing one source with another. Means, source triangulation is data collection technique which is carried out by researcher from different sources with the same technique with the aim of strengthening existing data<sup>53</sup> The sources being compared were the first source obtained from the English teacher and the second source from students through an interview system. For the example the data obtain from the English teacher were compared with the data obtained from students through interview technique.

As an example, according to the interview session with the English teacher at seventh grade (VII I), Mrs. Eliyana Farida, S.Pd. said speaking skill is one of the competence in English that should be mastered by students. So that, using simulation tool strategy help the student better in speaking skill. With the purpose of the implementing this strategy,

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<sup>52</sup> Lexy J Moleong, "Metodologi Penelitian Kualitatif", (Bandung: PT Remaja Rosdakarya, 2011), 303.

<sup>53</sup> Sugiyono, "Metode Penelitian Kuantitatif Kualitatif & RND" (Bandung: Alfabeta, 2020), 315

students active, more confident and speak fluently in front of the class. The teacher choose describing thing material by classify plural and singular noun and they can practice by imitate the tool through implement the strategy. Based on the strategy the step used contain of opening, core and closing. the assessment would be in two techniques, there are written are and practice. The get the validity of data, it can look from the teacher statement support by students. The student said that simulation tool strategy is good idea to apply, because it make they are not bored during the class. Simulation tool strategy can them can open their mind by share they idea so that they are active in the class. The material more in practice so it make the students more confident to perform. The step that used by the teacher is help student because it is run smoothly, the student can follow what the teacher instruction. The assessment also not too difficult to do. The teaching learning process done and success. The students little by little active, confident, and speak fluently.

## 2. Technique triangulation

This technical triangulation is actually not so different from source triangulation, it's just that the data obtained from same data but with a different technique. According to Sugiyono, technique triangulation means the researcher use different technique, to get data same from different source.<sup>54</sup> That is, researchers combine data obtained from teachers and data obtained from students then to obtain accurate data

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<sup>54</sup> Sugiyono 2020, 315

using observation and strengthened by documentation review or analysis document. Here the example the data obtained from observation and strengthen by document review.

Regarding to the observation in the classroom, the observer found the teacher teach the class very interesting. The teacher entered the class at 10.30 a.m. The observer followed the lesson and sit down behind the student as passive participant. The teacher started by greeted all of the students, prayed together, check the attendance list, reviewed the last material then the teacher explained the student about the next material related with speaking skill by giving teaching purpose of the material. The teacher try slowly to implemented this strategy to reach the achievement of speaking skill.

To support the observation to collect the data, this research is strengthen by reviewing document of the lesson plan of the teaching. It is stated that the purpose of teaching speaking skill through simulation tool strategy are:<sup>55</sup> Students are able to identify social functions, text structures, and linguistic elements in statements related to object, students are able to classify plural and singular word, Students are able to arrange sentence to paragraph based on the object around them, Students are able to present the result, practice the speaking in front of the class. From those explanation it conclude the purpose of teaching speaking skill through

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<sup>55</sup> Document review of lesson plan, Appendix 3, 7<sup>th</sup> of February 2023.

simulation tool strategy hopes the student active, more confident and speak fluently in English speaking skill.

## G. Research procedure

### 1. Pre-field step

The pre-field stage is the stage where the researcher determines what to do before entering the field of study object

#### a. Develop research designs

In compiling this plan, the researcher establishes, as follows

- 1) the title of the study,
- 2) the reasons for the research,
- 3) the focus of the research study,
- 4) the purpose of the research study,
- 5) the benefits of the research study, the object of the research study,
- 6) the method used in this research.

#### b. Choosing research fields.

Before the researcher conducting research, a researcher must first choose a research field. The location that chosen by the researcher should capable with the strategy. Means the location should have the problem of it. The chosen research field is seventh grade students of Nuris Junior High School Jember 2023/2023 academic year.

c. Permit processing

Before conducting research in the field, researcher takes care of licensing in advance to the campus. Thus, researchers can immediately carry out the CVC research stages after obtaining permission from the Curriculum Deputy Head and English subject teacher to conduct research at the location which chosen by the researcher.

d. Assess the state of the field

After getting permission, then the researcher can start with explore and assess the field to know better the background of the research object. This is done in order to make it easier for researcher to dig up the data.

e. Prepare research equipment

The researcher prepares the equipment or tools needed in the study before plunging into the field starting from preparing papers, notebooks, camera, record, etc.

## 2. Stage of field work E M B E R

In this stage, the researcher collects the data needed by using several methods, including observations, interviews, and documentation review.

## 3. Data analysis stage

After all of data collected, the whole data describe it in the form of a report and consult with the supervisor. This activity continues to be carried

out by researcher, after that the supervisor states the results of this study are ready to be tested.



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## CHAPTER IV

### DATA PRESENTATION AND DISCUSSION

In this chapter, the researcher would present the result of the research and discussion. The data taken in seventh grade of Nuris Junior High School Jember. The finding covered the result of using simulation tool strategy which was derived from interview, observation and document analysis.

#### A. Description of Research Object

##### 1. Profile of MTs “Uggulan” NURIS JEMBER

Nuris Junior High School Jember is one of formal-based educational institution which is same as junior high school level within in pesantren located in Antirogo, Sumbersari, Jember, East Java. This school is still under the auspices of pesantren Nurul Islam Jember which can be said that Nuris Junior High School Jember to be semi-formal education, because what is learned is not only general lesson like Mathematic, Sains, Social or even Language in general, but it is developed with the edition of learn traditional books containing Islamic religious lesson like Fiqh, Akhlaq, and Arabic Grammar like Nahwu, Shorrof or we know “Kitab Kuning” and several classes on memorizing the holy Qur’an. Nuris Junior High School was founded in 2011. This was confirmed in the decree number of incorporation in. Here are the school identity, as follows:

- a. Name : Nuris Junior High School
- b. NSM : 121 235 090 137
- c. Adress : Jl. Pangandaran 48 Antirogo,



Sumbersari, Jember, East Java,  
Indonesia

- d. Post code : 68125
- e. School status : Private (Swasta)
- f. School level : Junior High School level

## 2. Organization Structure

- a. Principal : Dr. Hasanatul Kholidiyah, M.Pd.I
- b. Principle of Academic : Nur Hamidah, S.Pd. Gr
- c. Principle of Student : Evi Rahmawati, S.Pd, Gr
- d. Treasurer : Kholifatus Suhro, S.E
- e. Operator : Siti Maryam
- f. AP of Infrastructure and Facilities : Imam Sainusi, S.Pd

## 3. Vision and mission of Nuris Junior High School Jember

- a. Madrasah Vision is the formation of students who have noble character, excel in achievement and have the spirit of "ASWAJA"

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The following describes the Vision Indicators of Nuris Junior  
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High School Jember as follows:

- 1) Realization of Islamic teachings and values as a way of life,
- 2) Attitude of life and life skills in daily life,
- 3) The realization of a superior, adaptive, creative, skilled, and strong personality in facing the globalization era,

4) Achievement of achievements in various fields, both academic and non-academic; The creation of a culture and order of life of an Islamic madrasa with the characteristics of a pesantren (Aswaja).

b. Madrasah Mission at Nuris Junior High School Jember developed the following missions:

- 1) Improving the development of Islamic teachings and values,
- 2) Growing the spirit of excellence effectively, so that every student can develop optimally, adaptively, creatively, skillfully, and has a strong personality in facing the globalization era,
- 3) Carry out intensive learning and guidance both in terms of academic and non-academic achievements,
- 4) Fostering Islamic religious attitudes and practices in the style of Ahlussunnah Wal Jamaah.

#### 4. Geographic location of Mts Unggulan Nuris Jember

The geographic location of Nuris Junior High School Jember based on observation on February, 2023 are:

North side: Home residents

South side: SMK Farmasi Jember

West side: NURIS Mosque

East side: Farming Area

The location of Nuris Junior High School Jember is around the boarding school of Nurul Islam (Nuris). In those area there are many levels of school, such us TPA SANI, PAUD Nuris, TK Bina Anaprassa

Nuris, MI “Unggulan” Nuris, SMP Nuris, MTs “Unggulan” Nuris, SMA Nuris, SMK Nuris, and MA “Unggulan” Nuris and Ma’had Aly Nuris Campus. All of the school is under the auspices of Nuris Islamic boarding school. As clear geographic location the north side of Nuris Junior High School is Home Residents, the South side is SMK Farmasi Jember, the West side is Nuris mosque and the East side is Farming area.

## **B. Data Presentation and Analysis**

In this part, the researcher presented the data presentation and analysis contained of data description and findings using the method that have been describe in chapter 3. The data presentation would present based on the research question that have been describe in chapter 1. The result of the data analysis would present in form of pattern, themes, lesions, and motives arising the data. The data presentation may be in category, classification, system and typology. Here the data presentation as follows:

- 1. The purpose of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year.**

In teaching process, purpose is very important. In other word purpose is benefit for young students including academic benefit. To collecting the data for the purpose of teaching speaking skill through simulation tool strategy used three ways, interview, observation and document review.

According to the interview session with the English teacher at seventh grade (VII I), Mrs. Eliyana Farida, S.Pd. said that

“Basically, I see every student have their own skill. But important to say, that speaking is important skill that must be mastered by every student. I realize, that they were still at junior high school level but it won’t be wrong if we can learn and speak well from a low level. In the school we do not just learn about our language, Indonesian. We also need learn English as International Language. So that make easier for someone to speak and get the information to talk later with the foreigner for example. But the problem happened, the basic students moreover in seventh grade they can’t speak well. Moreover, some of the student can’t just to introduce their self well. So, I think the student need fun lesson so they can enjoy the class and easy to catch other material, have good interaction using speaking. Its suitable with the purpose of this strategy that make student speak fluently, active and more confident in English speaking”.

According to the interview with the English teacher, the researcher conclude that speaking is the most complicated problem in Nuris Junior High School, so that the teacher solve the problem by use fun strategy to make the students easy to catch the material. By used new strategy hopefully the students confident, active and and speak fluently in front of the class.

The teacher statement strengthened by the other informant, Afifah and Nuzila by saying that:<sup>56</sup>

“Mam Eliyana always have many way to make the students fell comfortable with her. The strategy that use by her actually is fun. But there is something miss, that we need to practice more. Based on our argument, for me this strategy that choose by mam Eli is good. The student can follow the teacher instruction during the learning process. Those kind of activity make the student active to speak and cultivate self-confident”.

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<sup>56</sup> Afifah and Nuzila, focus group interview toward students of seventh grade, 7<sup>th</sup> of February 2023.

The statement of the students to strengthen the teacher statement is very suitable with the purpose of the implementation of simulation tool strategy at teaching speaking skill. The purpose are make the students active in speaking class activity, students confident and fluently to speak in front of the audience. Simulation tool strategy is one of the good solution to make the student practice their speaking skill. Simulation tool strategy is fun, and make relax in the learning process so the students easy to catch the material.

The statement of the teacher and the students is strengthen by observation. Regarding to the observation in the classroom, the observer found the teacher started by greeted all of the students, prayed together, check the attendance list, reviewed the last material then the teacher explained the student about the next material related with speaking skill by giving teaching purpose of the material. The teacher tried slowly to implemented this strategy to reach the achievement of speaking skill. They study well in the classroom. They actively respond to the teacher's questions and answer aloud.

Both of the data above, it also strengthen by the lesson plan of the teaching. It is stated that the purpose of teaching speaking skill through simulation tool strategy are:<sup>57</sup> Students are able to identify social functions, text structures, and linguistic elements in statements related to object, students are able to classify plural and singular word, Students are

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<sup>57</sup> Observation, 7<sup>th</sup> of February 2023

able to arrange sentence to paragraph based on the object around them, Students are able to present the result, practice the speaking in front of the class.

So, based on the observation, interview and document review on the purpose of teaching speaking skill through simulation tool strategy students are able to classify social function, classify plural and singular, and present the result in front of the class so can make the students confident, active, speak fluently in English speaking.

**2. The material of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year.**

In interview session, the English teacher, Mam Eliyana said that:<sup>58</sup>

“Actually, we can modify the material that given to the student. There many ways to present the material. We can use the media around us. In my opinion, by using media, students will interest more, so that I made my material interesting with full of colour, picture and so on, it also need the clear explanation so that the student enjoy the class. Basically, material is related to the purpose of the teaching learning itself. If the learning process focus on teaching speaking so the material should relate to the teaching speaking skill activities which suitable the goal to improve their speaking. For the strategy that used in the learning process explain the material, and question and answer about the material (plural and singular), and the student practice to my command by describe a favourite thing around them. For the strengthen material to improve their speaking, the next section I ask that the student to bring anything that related with their hobby, their favourite activity that make them happy. They can practice their favourite activity using the tool. Here, the student looked happy and enjoy the class. The students got more knowledge and practice the speaking more and I have addition strategy so that I can apply to

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<sup>58</sup> Eliyana Farida, S.Pd, in interviewed by Silvia Diah Permata Sari, Jember, 7<sup>th</sup> of February 2023

another class. From those activity,I believe the students can increase their speaking ability especially more confident, speak fluently and active”

The researcher conclude that the teacher present the material used a media that make student interest more. The material focus on speaking skill which more practice. The activity make the student active in speaking. So that the teacher hopes students speak fluently, and more confident.

The teacher statement is strengthened by the student in group interview named Quinna and Aisyah by saying that:<sup>59</sup>

“Basically, I like speaking, but I don’t like English so much. The material is relevant. Describing thing and implement using dimulation tool strategy is very suitable. Moreover, Mam Eli explained clearly. So I think using simulation tool strategy, I can speak everything through my hobby and use a tool to make more interesting to practice”.

It can conclude that material is important materials needed during the learning process. Material should suitable with the purpose of the learning. What will be achieved in the learning. Material can be delivered in many ways as long as it's level. Teacher and students have good interaction in giving the material, so that the students relax and enjoy the lesson. They will active in the class.

Regarding to the observation by the researcher, the researcher found the material given by the English teacher to increase the knowledge of the students and to control them in the learning process. The material

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<sup>59</sup> Quinna and Aisyah, focus group interview toward students of seventh grade, 7<sup>th</sup> of February 2023.

given by the students is about things, animals, and place around us. The material focus on describing something which consist of the language features, singular and plural word by classify a word a, an, the, this, that, those and these and know about the function of it. The students should able to respond the statement or question of things, students can give information about preposition. During the observation, the observer see that the teacher not just use the work book as the main material, the teacher also used ppt contain some reference related to the material such us some picture taken from internet and present using LCD Projector that make the students interest during the learning process. Besides, the teacher explained the material clear, fun and enjoy”.

In other hand, it was also approved by the lesson plan include competence, basic competence, material learning objectives, learning activity introduction, core activity, and closing including learning methods, learning models, learning resources is the material taken. The teacher used some book and picture from internet, learning media use were PPT to explain the material, student worksheet and a tool around them. Learning tools used were board marker, ballpoint, paper, white board, LCD projector. The last assessment and evaluation.<sup>60</sup>

Based on the data gathered from interview, observation and document review showed that the result on the material of teaching speaking skill through simulation tool strategy at seventh grade of Nuris

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<sup>60</sup> Document review of lesson plan, Appendix 3, 7<sup>th</sup> of February 2023.



Junior High School 2022/2023 academic year the material talked about describing thing which classify plural and singular noun were present used LCD projector through PPT, picture and this material focus in speaking skill, so the student should practice to speak in front of the class by describing thing and strength by speak or describe their favourite activity using the tool around them so they slowly can speak fluently, active and more confident in the classroom.

**3. The steps of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year.**

The English teacher, Mam Eliyana, she said that<sup>61</sup>

“The step that used to teach them conduct to the teaching speaking skill through simulation tool strategy are based on the lesson plan EEC plans, contain of opening, core, and closing. First, we can open the class as usual by salam, then ask them to pray together lead by vice of the class, I give them motivation related to the material. I give them know, how the class run. Ask them to read in 3 minutes the material, and say what they get from the material. Then I explain more. I did question and answer question by answer the question in PPT that I made. I ask them to make a sentence related with the material. The last I did evaluation by give an addition justification. I give them know, what they should bring and what should the do in next section and I close the class. It also applied in next section. The next section, the class focus on the student speaking performance and I give feedback. I make the class enjoyed and relaxed. I hope this strategy be a new strategy that help them easily to learn English. I think this steps will make the students can follow step by step”.

The interview session conclude that the steps of teaching speaking skill through simulation tool strategy at seventh grade of MTs

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<sup>61</sup> Eliyana Farida, S.Pd, in interviewed by Silvia Diah Permata Sari, Jember, 7<sup>th</sup> of February 2023

“Unggulan” Nuris, conducted EEC plans which contain of opening, core and closing. The English teacher describe to the researcher how the class run by adjusting the conditions of students in the class. Simulation tool strategy is a new strategy that is used due to limitations of time and media. so teachers and students also still have to make adjustments to this strategy.

The statements is strengthen by two students that follow interview in the class, named Afifah and Nuzila stated that<sup>62</sup>

“The teacher gives clear explanation, question and answer session, ice breaking sometimes and evaluation the learning process before the class closed. The strategy used make we relax to study and try to speak more, and active in the class”.

It also added by Olivia by saying:<sup>63</sup>

“Mam Eliyana, ask all the students bring a tool in next section related with our hobby. It is so interesting method to do. The students will more active and relax in the class. For me, I like practice than material. So it is help us, for me especially to learn English more easy to understands”.

We can see from the interview in group interview that some of the students can follow the step and they enjoy using simulation tool strategy. They fell comfort with the strategy. The strategy help them to speak confident in front of the class.

Regarding to the observation by the researcher, the researcher found that the teacher started the class by regard (salam) to the student, recited du’a together lead by the vice of the class. The teacher presence

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<sup>62</sup> Afifah and Nuzila, focus group interview toward students of seventh grade, 7<sup>th</sup> of February 2023.

<sup>63</sup> Olivia, focus group interview toward students of seventh grade, 7<sup>th</sup> of February 2023.

the students used attendance list. The teacher did the **exploration** by given some motivation related to the function of the material in daily life. Then, the teacher continue to next step which is introduction conducts aperception by conducting question and answer by linking the material to explore student prior knowledge. Then, the teacher explains the learning objectives, the scope of the material to be studied and with the step.

Picture 4.1



Teacher explain the material (exploration)

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Entering the core of learning or the activity, the teacher begins by explaining the material using PPT which contains explanations and pictures, along with practice questions. Students identify linguistic elements, social function, and text structures. Students determine singular and plural sentences. The teacher asks each student to do an **elaboration** which is showing one object around them by including singular and plural sentences. In the next section, the researcher ask the students bring a tool. This step focused on students speaking performance by practicing their

hobbies using the properties they bring. The students perform in front of the class one by one.

Picture 4.2



Student did the practice using simulation tool strategy (elaboration)

Then the teacher gives **confirmation** or justification and evaluation by gives additional explanation about the material or it call debriefing in Hyland statement. The last, the class closed by reciting hamdalah together and recited with salam.<sup>64</sup>

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This step, is also supported by the lesson plan with the topic of describing thing around the class, focus on plural and singular sentence.in the table of lesson plan contain of the step of teaching speaking skill through simulation tool strategy were the students ask them arrange a sentence related with describing thing contain singular and plural sentence.

Based on the result of observation, interview and document review on the step of teaching speaking skill through simulation tool strategy at

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<sup>64</sup> Observation, 7<sup>th</sup> of February 2023.

seventh grade of Nuris Junior High School 2022/2023 academic year the teacher refer to EEC plans which divided into 3 steps, there are exploration, elaboration and confirmation. In this step exploration contain of preparation, introduction (opening), elaboration contain of the activity (core) and the confirmation contain debriefing (closing). focus on increase speaking skill in describing thing contain singular and plural sentence.

**4. The evaluation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year**

The evaluation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember, Mam Eliyana stated that:<sup>65</sup>

“The evaluation given in the end of the class. Before I close the class, usually I give them evaluation so that the students understand, how they catch the material, what should they increase in their report or speaking performance such as I use feedback, comment, suggestion, and correction. The evaluation mostly about their grammar, fluently, vocabulary, pronunciation, gesture, mimics. In the end of the class, I ask them to increase their confident in speaking mostly by speaking practice in daily life even they mix with their mother tongue. The evaluation makes the students realized evaluation is important to know the correct one consciously in speaking well especially in speaking elements”.

The evaluation is carried out as usual by providing feedback regarding the material. This really helps students understand their

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<sup>65</sup> Eliyana Farida, S.Pd, in interviewed by Silvia Diah Permata Sari, Jember, 14<sup>th</sup> of February 2023

mistakes and shortcomings. Teachers will also find it easier to see student progress.

The teacher statement supported by Olivia in group interview, by saying that:<sup>66</sup>

“Mam Eliyana never forgot to give us evaluation, from grammar and pronunciation, gesture or other. She always given suggestion by her on way. Because she is humble, she never angry when she given the suggestion even we did a mistake. So it make the students fell enjoy and relax the class”.

It also supported by Quinna in group interview, she stated that:<sup>67</sup>

“Mam Eliyana never run out of the way, in the last section, besides give us evaluation Mam Eliyana also give us reflection, Mam Eliyana ask me to perform by bring a toll related with my hobby and I can speak anything with my tool. So, it makes us remind the material”.

In the focus group interview, it conclude that the students get feedback from the teacher, and they can correct what should they do to make the speaking better.

The teacher and students interview in group interview it strengthen by the observation. Regarding to the observation, the researcher observed that the evaluation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember the teacher use formative assessment by doing some exercise answer a question show in PPT and relate with the material about singular plural sentence. For their performance they should mentioned a sentence about singular and plural sentence related with a thing around

<sup>66</sup> Olivia, focus group interview toward students of seventh grade, 14<sup>th</sup> of February 2023.

<sup>67</sup> Quinna, focus group interview toward students of seventh grade, 14<sup>th</sup> of February 2023.

them. The performance of speaking assessment is about they speak in the class by bring a tool related with the material and they show how the tool function.

The data both, is strengthen by the lesson plan. Regarding to the lesson plan, the evaluation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School that as approved in the last point of the lesson plan. The evaluation conduct written test and practice test. For the written test where the students fill in the blank the exercise, and the practice the students mention a singular and plural sentence. The scoring rubric with aspect of pronunciation, grammar, vocabulary and fluency. For the addition, the teacher gives reflection the students should performance in front of the class bring a tool related with their hobby. It makes the students help them for reflection on the teaching learning process.

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Students did the written test (confirmation).

Picture 4.4



Students did the practice test using simulation tool strategy ((confirmation).

From the data taken from the interview, observation and document review on the evaluation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember in 2022/2023 academic year used formative assessment. The formative assessment which used scoring rubric contain of two technique: written test and practice test. Written test refer to fill in the blank exercise show in PPT related to the material. Then, for practice test the students mentioned a singular and plural sentence and then students perform by imitate the tool. The tool should relate with their hobby so they can relax and enjoy during their performance, they confident to speak in front of the class.



**Table 4.1**  
**Data Presentation and Analysis**

NO.	FOCUS	FINDINGS
1	2	3
1.	How are the purposes of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember in 2022/2023 academic year.	The purpose of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year are students are able to classify social functions, text structures, and linguistics elements in statements related to object. Students are able to classify plural and singular sentence. Students are able to arrange sentence to paragraph based on the object around them. Students are able to present the result, practice the speaking in front of the class. It conclude the purpose of the implementation are the students active, speak fluently and more confident.
2.	How is the material of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember in 2022/2023 academic year.	The material of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School 2022/2023 academic year are: 1) the material talked about The material about describing thing which classify plural and singular noun. 2) Media The material present used LCD projector through PPT, laptop, whiteboard, board marker. 3) Strategy Simulation Tool Strategy 4) Sources Adapted from internet, Workbook.
3.	How are the steps of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember	The step of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School 2022/2023 academic year the

NO.	FOCUS	FINDINGS
1	2	3
	in 2022/2023 academic year.	teacher using Hyland which explain the step of implementing simulation tool strategy include preparation, introduction (opening), activity core and debriefing (closing). focus on increase speaking skill in describing thing contain singular and plural sentence.
4.	How is the evaluation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember in 2022/2023 academic year.	<p>The evaluation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember in 2022/2023 academic year used formative assessment. The formative assessment consists of two technique: written test and practice test.</p> <ol style="list-style-type: none"> <li>2. Written test refer to fill in the blank exercise show in PPT related to the material.</li> <li>3. Thus, for practice test the students mentioned a singular and plural sentence. then students perform by imitate the tool. The tool should relate with their hobby so they can relax and enjoy during their performance, they confident to speak in front of the class.</li> </ol>

### C. Discussion

At this point, the researcher will give some ideas found in the field during the research. It is about the relationship between categories and dimensions, the positions of current and previous findings, the interpretation and the explanations revealed from the field. In this study, the researcher found four things discussed in this study including: The purpose, material, step and the evaluation in teaching speaking skill through simulation tool

strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year.

**1. The purpose of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year.**

Purpose in teaching is one of significant part of the teaching learning process that commonly known teaching objective in lesson plan. Purpose in other word is benefits to be achieved. In teaching speaking, there are some components to make the purpose achieved. Teacher is one of those components. Broadly, the teacher function is to help students learn by imparting knowledge to them and by setting up situation in which students can and will actively. But focus in teaching speaking skill, teacher should make the students good in speaking which fill a complex set of roles, which vary from society to society and from one level of education and another. To supporting students to good in speaking, the teacher should give interesting activity. Harmer stated, there are six classroom speaking activities that make students taught interactive and communicative. They are acting from script, communication games, discussion, prepared talks, simulations and role play.<sup>68</sup>.

Based on the finding, the purpose of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year all the data get the by the

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<sup>68</sup> Harmer Jeremy, “*The Practice of English Language Teaching*”, Longman Group Limited, New York, 2021, p.348-352

researcher from the interview, observation and lesson plan students are able to classify social functions, text structures, and linguistics elements in statements related to object. Students are able to classify plural and singular sentence. Students are able to arrange sentence to paragraph based on the object around them. Students are able to present the result, practice the speaking in front of the class. So, the observer seen the students can speak well, fluently, active and they more confidence and have high motivation to practice speaking in the class, they feel relax to speak their ideas or opinion.

Regarding to the finding above, it can be concluded that there are four purposes on teaching speaking skill through simulation tool strategy in the classroom, they are classified by identifying, classifying, arrange and presenting by simulation a tool. All of those are make the students active in speaking class activity, students confident and fluently to speak in front of the audience. Those activity relevant with the Harmer that simulation is one of activity in the classroom that can make the students taught interactive and communicative and have more confident to speak up. Which means by apply simulation tool strategy to achieve the purpose of teaching speaking skill can develop the student speaking skill.

The conclusion about the finding related to the purpose of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year matches with the theory that talked in teaching purpose. The purpose of teaching

speaking skill unconsciously created the student interactive and communicative include more confident, speak fluently and active in circumstance of spoken language activities in the classroom.

## **2. The material of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year.**

Material is used to refer to anything which is used by the teachers of the learners to facilitate the learning of a language.<sup>69</sup> Which means material is used by the teacher to deliver an instruction to the students. Teacher can do everything to help the students more effectively. Developing teaching materials is very important in teaching to increase the student skill from lower to higher level. Burkill and Eaton stated, the teacher needed to do is develop the material no matter what level of ability from the low to bottom end of the ladder to high or top.<sup>70</sup> So, it can make the quality of those materials directly impacts the quality of teaching. Thomlinson stated, presented the material can in many ways such as instructional about the language, experiential to give exposure to the language in use, elicitation in stimulate, and exploratory where they can facilitate discovery in language.<sup>71</sup>

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<sup>69</sup> Brian Thomlinson,, “*Materials Development in Language Teaching*”, Cambridge University Press, 1998, p.3.

<sup>70</sup> Burkill, Eaton, “*Developing Teaching and Learning*”, Cambridge University Press, 2011, p.18.

<sup>71</sup> Brian Thomlinson, “*Materials, Developments in Teaching Language*” 2<sup>nd</sup> Edition, (Cambridge, Cambridge University Press, 2011), 2.

The finding of the material of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School 2022/2023 academic year that the material talked about describing thing round them such us things, animal, public place which the activity present of the identify social function, the text structure, and language feature, classify plural and singular noun, arrange a sentence by describing an object complete with singular and plural noun and present in front of the class. For the addition, the media used to present the material are LCD projector through PPT, laptop, whiteboard, board marker. In this research the strategy used is simulation tool strategy and to make the material complete and interesting the teacher took the sources adapted from internet, and some workbook. It is makes student get more knowledge from any side.

In teaching speaking skill, teacher should selective and careful to give the material for the student. It is regarding to the level of each student. So that, Burkill and Eaton suggest the teacher to develop the material based on the level According to the finding and the theory above, it can conclude that in teaching learning process, the material of teaching speaking skill through simulation tool strategy at seventh grade is related with the Tomlinson Brian that materials can used by the teacher at the learners to facilitate the learning of language, it also strengthen by Burkill and Eaton statements, that thing need to do by the teacher is develop the

material, so it make the quality of those materials directly impacts the quality of teaching.

Besides, the appropriate material that upgrade the language skill of learning is supported by media used in teaching such LCD projector through PPT, laptop, whiteboard, board marker. The strategy used of simulation tool strategy also appropriate to help the students catch the material to manage, organize and monitor the students to do the activities in the classroom. The supported material also adopted from any sources such a picture from internet, an explanation from some work book.

**3. The steps of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year.**

In the teaching process, the teacher should make the class run well as soon as possible. To make the class effective the teacher must prepare step by step how the lesson will be directed so that there are no obstacles when the learning process takes place. Popularly it call a lesson plan. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time.<sup>72</sup> Lesson plan is popularly to be unified set of activities that is cover in the classroom time, usually ranging from forty to ninety minutes. The classroom time units

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<sup>72</sup> Stiliana Milkova, “*Strategies for Effective Lesson Planning*”, Ann Arbor (University of Michigan), 2021

are administratively significant for teacher because they represent steps before and after in order to evaluate and prepare to the next lesson.<sup>73</sup>

The finding related to the steps of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School are divided into three main activities. They are opening, core and closing. Based on the result of observation, interview and document review on the step of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School 2022/2023 academic year the teacher using Hyland that explain the step of implementing simulation tool strategy include opening, preparation, introduction, activity and debriefing.<sup>74</sup> This step focus on increase speaking skill in describing thing contain singular and plural sentence. It suitable with the EEC plans which consist of three steps, there are exploration, elaboration and confirmation.

Furthermore, based on Brown there are six formats of a lesson plan. As follows:

a. Goals

We should be able to identify the goals what we want to achieve in the end of the class. For the example we can identify the topic of the lesson.

b. Objective

Every student needs to know what they want to gain from the lesson. Objectives are most clearly captures in terms of stating what

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<sup>73</sup> Brown. G. Douglas, p.151

<sup>74</sup> Hyland K, “*Language-Learning Simulation: A Practical Guide*”. (Online Serial), 1993.



student will do. The objective in the sample lesson plan at the end of the chapter are the sorts of statements that you can turn back to after a lesson and determiner, to some extent anyway, how well students accomplished the objectives.

c. Materials and equipment

It is important to bring and prepare a material and equipment because it helped them in teaching process in the classroom.

d. Procedures

It consists of set of guidelines for planning, it is including an opening statements of activity, a set activity and techniques such as whole class-work, small-group and pair work, teacher talk, and student talk. The last is closure.

e. Evaluation

Evaluation is assessment after the students have sufficient opportunities for learning. It can do in usual class without separate element of the lesson or by little quiz. Important things, evaluation doesn't mean to assess the success of the students and making adjustments in our lesson plan in next day.

f. Extra-Class Work

Extra-Class Work not always about homework, doing some exercise and so on. Teacher can find application or activity that will help students active to do some learning.



Moreover, the steps of teaching speaking skill through simulation tool strategy above matched with Brown theory in formatting the lesson plan. The goals and objective matched with the finding in part of set introduction in statement “learning objectives”. The material and equipment matched with the finding in part of a set introduction of statement “explain the material” where the material and equipment are tool used that explain in the material of teaching. The procedures matched with the finding in part of step in speaking by explain the core activities in lesson plan. The evaluation matched with the assessment or closure in the lesson plan. Furthermore, the extra-class work matched with the student activity by present their hobby by simulation a tool.

Besides, Scott stated in teaching learning process the teacher must know the steps of teaching speaking as follows:<sup>75</sup>

- A. Teacher determines the purpose of teaching
- B. Teacher guides the student to present their result
- C. Teacher asked the student to practice and create a product as production skill.

This theory matched with the finding of this research. At the first point, the teacher determines the purpose of teaching. It is matched with the finding of part introduction or opening in the lesson plan which explain the material, the benefit of the material related with our daily live. At the second point, teacher guide the student to present the result. It

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<sup>75</sup> R. Scott, “*Speaking Communication in the Classroom*”, London: Longman Group Ltd, 1981

matched with the finding of part of core in the lesson plan, by identify, classify, arrange and present the result in front of the class. Here the teacher not only guide the student, but they also correct their grammatical error, pronunciation, fluency and other. And the last point is the teacher asked the students to practice and create a product as production skill, it matched with finding part of core that the student should present an activity of simulate a tool on how the tool run. So, make the students not only learn about material but also they can practice in enjoy and relax situation.

The conclusion, the implementation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year in developing teaching speaking skill, is not about increase their mind in know more about the material but also practice it.

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**2. The evaluation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year.**

Evaluation is the process of assessment after teaching learning to know how far the result or goals has been accomplished. In the evaluation of learning process, assessment is frequently used to achieve it. <sup>76</sup> The evaluation consists of giving feedback, suggestion, and comments. No act

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<sup>76</sup> Jaap Scheerens, Cees Glas, and Sally M. Thomas, “*Education Evaluation, Assessment and Monitoring: Context of Learning*”, (Netherlands: Taylor and Francis e-Library, Master e-book ISBN 0-203-97105-1), 2005,2

of communication is complete until it has been evaluated and criticized by others.<sup>77</sup> Evaluation is the last session in teaching. Evaluation the speeches at the end of the class period enables teachers to use student speeches as concept being taught in the unit.

According to Jeremy Harmer, Evaluation is used to asses the students, and it can take in two types of assessment. There were summative assessment and formative assessment.<sup>78</sup> Summative assessment is to know whether the teaching learning has achieved its goals which concern with measure the product of student learning. Formative assessment is focus on increase the level of the students in teaching learning which concern with the ability of the student.

The evaluation the evaluation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember in 2022/2023 academic year used formative assessment. The formative assessment which use scoring rubric contain of two technique: written test and practice test. Written test refer to fill in the blank exercise show in PPT related to the material. Then, for practice test the students mentioned a singular and plural sentence. then students perform by imitate the tool. The tool should relate with their hobby so they can relax and enjoy during their performance, they confident to speak in front of the class.

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<sup>77</sup> Bock G. Douglas, Bock E. Hope, “*Evaluating Classroom Speaking*”, National Inst. Of Education, Washington DC, 1981

<sup>78</sup> Jeremy Harmer, “*The Practice of English: Fifth Edition*, (Harlow, UK: Pearson, 2015), 408

From the finding above and the theory above, the evaluation in teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School has been matched with the theory of Harmer and the evaluation used formative assessment. The formative assessment contain two technique, they are written and practice test. The formative assessment contain of two technique: written test and practice test. Written test refer to fill in the blank exercise show in PPT related to the material. Then, for practice test the students mentioned a singular and plural sentence by pointing a tool around them and the students bring a tool and show how the tool use according to the function or imitate the tool. The tool should related with their hobby so they can relax and enjoy during their performance, they confident to speak in front of the class.

Furthermore, in evaluation there are some components also should be apart in assessment of speaking. According to the Harris (1974), speaking assessment could from five skill, there are:<sup>79</sup>

a. Comprehension

For oral communication, it requires respond from the subject, to speech as well as to initiate it.

b. Grammar

Grammar is about on how they control its usage within sentences, It is needed for students to arrange a correct sentence in conversation.

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<sup>79</sup> Harris, David, "Testing English as a Second Language", New York: Mc. Graw Hill Book Company, 1974.

c. Vocabulary

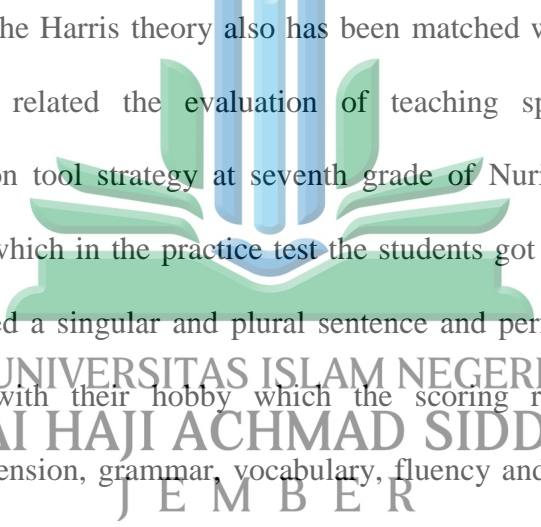
Vocabulary means the appropriate diction which is used in communication.

d. Fluency

Fluency is the ability to read, speak or write easily, smoothly and expressively.

e. Pronunciation

Pronunciation is the way how the students produce the clearer spoken language.



The Harris theory also has been matched with the finding of this research related the evaluation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember which in the practice test the students got a command present to mentioned a singular and plural sentence and perform a simulation tool related with their hobby which the scoring rubric with aspect of comprehension, grammar, vocabulary, fluency and pronunciation for the assess the students performance.

It can concluded that the evaluation of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember was very helpful the teacher and the students. For teacher, it help them to know how far the ability of speaking, the understanding by implementing simulation tool strategy by apply formative assessment which in the practice test and written test. the students got a command

present to mentioned a singular and plural sentence and perform a simulation tool related with their hobby, meanwhile the students know the used singular and plural sentence in describing thing within implementation interesting strategy, which name simulation tool strategy in teaching speaking to develop and increase their speaking skill with aspect of comprehension, grammar, vocabulary, fluency and pronunciation.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter present the conclusion and suggestion of this research.

#### A. Conclusion

The conclusion of what have been discussed analyzed in chapter IV, as follow:

The purpose of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year

1. The purpose of teaching speaking skill through simulation tool strategy at seventh grade of Nuris Junior High School Jember 2022/2023 academic year there are four purposes on teaching speaking skill through simulation tool strategy in the classroom, they are classified by identifying, classifying, arrange and presenting by simulation a tool. All of those are make the students active in speaking class activity, students confident and fluently to speak in front of the audience
2. The material of teaching speaking skill through simulation tool strategy at seventh grade of MTs “Unggulan” Nuris 2022/2023 academic year that the material talked about describing thing round them such us things, animal, public place which the activity present of the identify social function, the text structure, and language feature, classify plural and singular noun, arrange a sentence by describing an object complete with singular and plural noun and present in front of the class.



3. The steps of teaching speaking skill through simulation tool strategy at seventh grade of MTs “Unggulan” Nuris are divided into three main activities. They are opening, core and closing. The activities refers to EEC plans which consist of three steps, there are exploration, elaboration and confirmation.
4. The evaluation of teaching speaking skill through simulation tool strategy at seventh grade of MTs “Unggulan” Nuris Jember used formative assessment. As the finding before, the formative assessment consists of two techniques: written test and practice test. Written test refer to fill in the blank exercise show in PPT related to the material. Then, for practice test the students mentioned a singular and plural sentence by pointing a tool around. For the reflection the students bring a tool and present how the tool run according to the function of the tool. The tool should related with their hobby so they can relax and enjoy during their performance, they confident to speak in front of the class.

## **B. Suggestion**

In this part, the researcher would like to give some suggestions after conducted the research at MTs “Unggulan” Nuris Jember for:

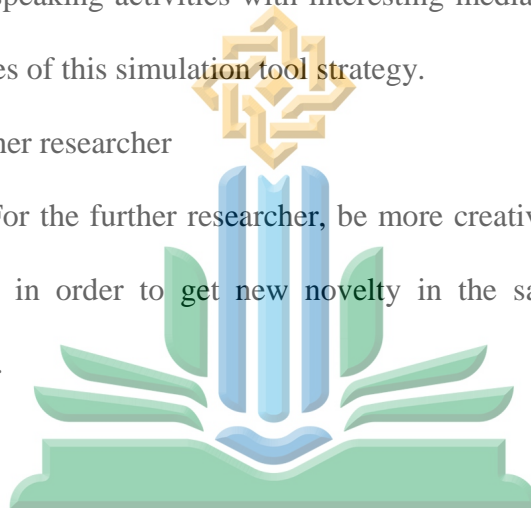
1. The teacher

In teaching learning process by conducting this strategy, firstly the teacher can add the innovative and interesting media, strategy in the learning process in order to make the students enjoy, relax and easy to catch the material. Second, the teacher must aware to every student by

control the students so the class run effectively and conducive. Third, after the teacher can add speaking activities in each part of step. Reviewing from the result of this study, speaking activities in this learning process only the output is in the form of speaking but the activity still seems to focus more on grammar and increase vocabulary only. So, from those problem, it is suggested that the teacher provide additional student speaking activities with interesting media in accordance with the guidelines of this simulation tool strategy.

2. The further researcher

For the further researcher, be more creative and critical to dig up the case in order to get new novelty in the same theme in the next research.



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## DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Silvia Diah Permata Sari

SRN : T20196086

Major : Tadris Bahasa Inggris

Faculty : Tarbiyah dan Ilmu Keguruan

Institution : UIN KH Achmad Siddiq Jember

Stated that the thesis untitled 'The Implementation of Teaching Speaking Skill Through Simulation Tool Strategy at the Seventh Grade of Nuris Junior High School in 2022-2023 Academic Year' is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

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Jember, 1<sup>st</sup> of June 2023



Silvia Diah Permata Sari  
SRN : T20196086

## Appendix 1

### Matrix of Research

Title	Variable	Indicators	Source of Data	Research Method	Research problem
<p><b>The Implementation of Teaching Speaking Skills Through Simulation toolStrategy at Seventh Grade Students of Nuris Junior High School 2022-2023 Academic Year.</b></p>	<p>1. Teaching Speaking Skills</p>	<p>1. The definition of teaching speaking.            2. The principle for teaching speaking skills.            3. The component of teaching speaking skills.            a. Teaching purpose            b. Teaching material            c. Teaching steps            d. Teaching evaluation            4. Kind of speaking            5. Assessing speaking</p>	<p>1. Interview            A. English Teacher.            B. Students .            2. Observation            A. Objective condition of Nuris Junior High School            B. The implementation of simulation toolstrategy in the class.            3. Document reviews</p>	<p>1. Approach and type of the research:            A. Qualitative.            B. Descriptive Qualitative.            2. Data collection:            A. Interview.            B. Observation.            C. Document reviews.            3. Data analysis:            A. Data condensation</p>	<p>1. How is the purpose of teaching speaking skills through simulation toolstrategy at eighth grade students of Nuris Junior High School 2022-2023 academic year?            2. How is the material of teaching speaking skills through simulation toolstrategy at eighth grade students of Nuris Junior High School 2022-</p>



	2. Simulation tool	1. The definition of simulation toolstrategy. 2. The Benefits of simulation toolstrategy.	A. The profile of Nuris Junior High School. B. The vision and mission of Nuris Junior High School. C. Lesson Plans.	B. Data display C. Drawing and verifying conclusions. 4. Validation of the data: Triangulation techniques.	2023 academic year? 3. Howare the steps of teaching speaking skills through simulation toolstrategy at eighth grade students of Nuris Junior High School 2022-2023 academic year? 4. How is the evaluation of teaching speaking skills through simulation toolstrategy at eighth grade students of Nuris Junior High School 2022-2023 academic year?
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## **Appendix 2**

### **Research Instrument**

#### **A. Observation instrument**

1. Geograpic condition of Nuris Junior High School Jember
2. The Implementation of Teaching Speaking Skill Through Simulation Tool Strategy at The Seventh Grade of Nuris Junior High School in 2022-2023 Academic Year.

#### **B. Interview instrument**

1. How is the purpose of teaching English speaking skill through simulation tool strategy?
2. How is the material of teaching English speaking skill through simulation tool strategy?
3. How are the steps of teaching English speaking skill through simulation tool strategy?
4. How is the evaluation of teaching English speaking skill through simulation tool strategy?

#### **C. Document Review Instrument**

1. Profile of Nuris Junior High School
2. Vision and mission of Nuris Junior High School
3. Teacher and stuff data of Nuris Junior High School
4. The data of students at eighth grade of Nuris Junior High School
5. The lesson plans

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### Appendix 3

#### RENCANA PELAKSANAAN PEMBELAJARAN

<b>Nama Madrasah : MTs Unggulan Nuris</b> <b>Mata Pelajaran : Bahasa Inggris</b> <b>Kelas/Semester : VII / Ganjil</b>	<b>Alokasi Waktu : 2 JP</b>
3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the, plural</i> dan <i>singular</i> )	4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
<b>Materi : Things, animals. and place around us.</b>	

#### Pertemuan Pertama

#### Tujuan Pembelajaran :

Setelah mengikuti proses pembelajaran, peserta didik mampu mengklasifikasikan fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan terkait benda, binatang, bangunan publik dengan menyebutkan *a, the, this, that, those, these, in, on under, singular dan plural* dan dapat menggunakan kosa kata tersebut sesuai dengan konteks penggunaannya.

Kegiatan Pembelajaran J E M B E R	
<u>Metode :</u> 1. Tanya Jawab 2. Diskusi 3. Penugasan	<u>PENDAHULUAN</u> 1. Guru melakukan pembukaan dengan salam. 2. Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan doa bersama dipimpin oleh ketua kelas dan memeriksa kehadiran siswa 3. Guru memotivasi dan menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. 4. Guru melakukan apersepsi dengan
<u>Model pembelajaran</u> Simulation Tool Strategy	
<u>Pendekatan</u> Sainifik Learning	
<u>Sumber Belajar :</u> 1. Wachidah, Siti. Yuli Khalani Fatimah, Diyantari. 2018. <i>Think Globally Act Locally SMP/MTs Kelas IX</i> . Jakarta: Kemendikbud.	

2. Wijayanti, Septiarti. 2021. *Modul Pengayaan Bahasa Inggris SMP/MTs Kelas IX Semester 2*. Surakarta: Putra Nugraha.
3. Zaida Nur. 2018. *Bright An English*. Jakarta : Erlangga.

**Media Pembelajaran :**

1. Benda di dalam kelas
2. Lembar kerja siswa
3. PPT

**Alat Pembelajaran**

1. Spidol
2. Papan tulis
3. Proyektor
4. Kertas HVS

**Bahan ajar :**

Buku Pegangan Guru dan LKS

melakukan tanya jawab dengan mengaitkan materi untuk menggali pengetahuan awal siswa.

5. Guru menjelaskan tujuan pembelajaran yang akan dicapai.
6. Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik.
7. Guru Menjelaskan langkah – langkah pembelajaran.

**KEGIATAN INTI**

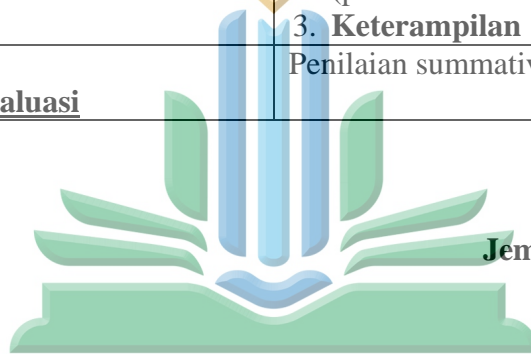
8. Siswa memperhatikan ppt yang ada di bahan ajar
9. Siswa mengidentifikasi unsur kebahasaan yang ada pada gambar hewan, benda, dan bangunan di sekitar yang ditayangkan di slide ppt.
10. Guru akan berdiskusi dengan siswa terkait menemukan kalimat plural and singular.
11. Peserta didik akan dibagi menjadi beberapa kelompok
12. Setiap kelompok diminta untuk melengkapi kalimat pada kertas yang sudah dibagikan menggunakan kata *a, the, this, those, etc, place of things* dengan memperhatikan bentuk singular and plural. (Elaborasi)
13. Guru akan meminta satu perwakilan dari masing-masing kelompok untuk menuliskan jawaban yang tepat dipapan tulis.
14. Bersama guru, peserta didik berdiskusi mengenai kalimat yang sudah dituliskan dipapan menggunakan kata *a, the, this, those, etc* dengan memperhatikan bentuk singular and plural dan menemukan jawaban yang tepat. (Eksplorasi)
15. Guru memberi evaluasi dan memberikan penjelasan materi yang belum dipahami peserta didik. (Konfirmasi)

**PENUTUP**

16. Guru mengulang dan menyimpulkan



	<p>materi. Peserta didik diminta bertanya mengenai kesulitannya dan melakukan refleksi baik proses maupun hasil.</p> <p>17. Guru memberikan umpan balik dan pesan moral dari pembelajaran.</p> <p>18. Guru memberikan penugasan kepada siswa</p> <p>19. Guru menyampaikan materi pembelajaran berikutnya.</p> <p>20. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa</p>
<p><u>Penilaian</u></p>	<p>1. <b>Penilaian Sikap</b> : jurnal penilaian sikap , observasi</p> <p>2. <b>Penilaian Pengetahuan</b> : Formatif (penilaian harian dalam bentuk essay)</p> <p>3. <b>Keterampilan</b> : -</p>
<p><u>Evaluasi</u></p>	<p>Penilaian summative</p>



Jember, 7<sup>th</sup> September 2022

Kepala Madrasah **UNIVERSITAS ISLAM NEGERI** Guru Mata Pelajaran  
**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**

Dr. Hasanatul Khalidiyah, M.Pd

Eliyana Farida, S.Pd

## INSTRUMEN PENILAIAN

### LEMBAR PENILAIAN SIKAP

#### 1. OBSERVASI

Kegiatan Pembelajaran dan Diskusi

NO	NAMA	SIKAP			SKOR
		Aktif	Kerja sama	Toleran	
1	AFIFAH LAILIYAH NURIL				
2	AISYAH				
3	AMELIA PUTRI FAIZAH				
4	AMELIATUL HASANAH				
5	ANAFIL ARDILLAH				
6	ASHFA ZAMITA NURIL AISY				
7	AZKI INTIYAZ AS SYARAFIY				
8	BILQIS AZIZAH				
9	BINTANG HAYYU DINA				
10	CYRILLA AURIN DHIYA'UL				
11	HAFRIZA QORI				
12	ISTRIYANI WAKIDAH				
13	KHOLIFATUL FITRIANA				
14	LINA AULIYA				
15	MARISA AULIA RAHMA				
16	NABILA SOFFY				
17	NAYLA ASTRY				
18	NUZILA SAFITRI				

19	QUINNA AULIA BILQIS				
20	QONITA DETIK APRILIA				
21	SHARLIZ ZAFIROH				
22	SHOFI LUTHFIYA				
23	SYAFIRA HUMAIRA				
24	WARDAH ZAH RATUNNISA'				

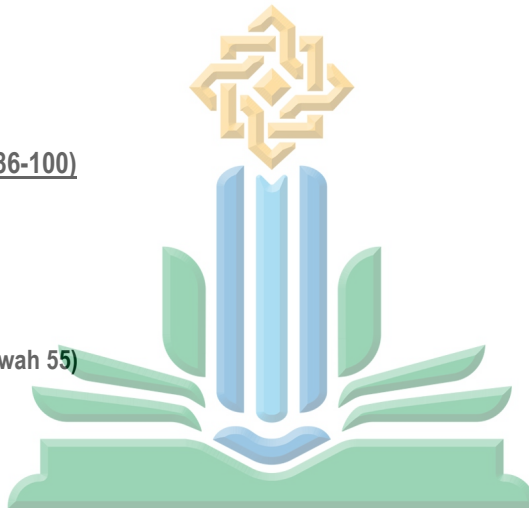
**Kriteria predikat:**

**A = BAIK SEKALI (86-100)**

**B = BAIK (76-85)**

**C = CUKUP (56-75)**

**D = KURANG (Dibawah 55)**



**Rubrik:**

**Indikator sikap aktif dalam pembelajaran:**

1. Kurang baik *jika* menunjukkan sama sekali tidak ambil bagian dalam pembelajaran
2. Cukup *jika* menunjukkan ada sedikit usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
3. Baik *jika* menunjukkan sudah ada usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
4. Sangat baik *jika* menunjukkan sudah ambil bagian dalam menyelesaikan tugas kelompok secara terus menerus dan ajeg/konsisten
- 5.

**Indikator sikap bekerjasama dalam kegiatan kelompok.**

1. Kurang baik *jika* sama sekali tidak berusaha untuk bekerjasama dalam kegiatan kelompok.
2. Cukup *jika* menunjukkan ada sedikit usaha untuk bekerjasama dalam kegiatan kelompok tetapi masih belum ajeg/konsisten.
3. Baik *jika* menunjukkan sudah ada usaha untuk bekerjasama dalam kegiatan kelompok tetapi masih belum ajeg/konsisten.
4. Sangat baik *jika* menunjukkan adanya usaha bekerjasama dalam kegiatan kelompok secara terus menerus dan ajeg/konsisten.

**Indikator sikap toleransi terhadap proses pemecahan masalah yang berbeda dan kreatif.**

1. Kurang baik *jika* sama sekali tidak bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif.
2. Cukup *jika* menunjukkan ada sedikit usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masuih belum ajeg/konsisten
3. Baik *jika* menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif tetapi masuih belum ajeg/konsisten.
4. Sangat baik *jika* menunjukkan sudah ada usaha untuk bersikap toleran terhadap proses pemecahan masalah yang berbeda dan kreatif secara terus menerus dan ajeg/konsisten

**2. JURNAL PENILAIAN SIKAP**

**a. SPIRITUAL**



JURNAL PENILAIAN SIKAP- SPIRITUAL				
No.	Hari, Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1				
2				
3				

**b. SOSIAL**

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JURNAL PENILAIAN SIKAP- SOSIAL				
No.	Hari, Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1				
2				
3				



## LEMBAR PENILAIAN PENGETAHUAN

### Activity 1

#### 1. FORMATIF (pilihan ganda/ fill in the blank )

Nilai 10 : Jawaban dan tulisan benar semua.

Nilai 0 : Jawaban salah

**Nilai : Jumlah skor yang diperoleh x 10**

NO	NAMA	SKOR	Predikat
1	AFIFAH LAILIYAH NURIL	80	Tuntas
2	AISYAH	60	Tidak Tuntas
3	AMELIA PUTRI FAIZAH	70	Tidak Tuntas
4	AMELIATUL HASANAH	90	Tuntas
5	ANAFIL ARDILLAH	40	Tidak Tuntas
6	ASHFA ZAMITA NURIL AISY	70	Tidak Tuntas
7	AZKLINTIYAZ AS SYARAFIY	80	Tuntas
8	BILQIS AZIZAH	80	Tuntas
9	BINTANG HAYYU DINA	90	Tuntas
10	CYRILLA AURIN DHIYA'UL	100	Tuntas
11	HAFRIZA QORI	90	Tuntas
12	ISTRIYANI WAKIDAH	70	Tidak Tuntas
13	KHOLIFATUL FITRIANA	90	Tuntas
14	LINA AULIYA	50	Tidak Tuntas
15	MARISA AULIA RAHMA	60	Tidak Tuntas

16	NABILA SOFFY	60	Tidak Tuntas
17	NAYLA ASTRY	60	Tidak Tuntas
18	NUZILA SAFITRI	90	Tuntas
19	QUINNA AULIA BILQIS	80	Tuntas
20	QONITA DETIK APRILIA	70	Tidak Tuntas
21	SHARLIZ ZAFIROH	80	Tuntas
22	SHOFI LUTHFIYA	70	Tidak Tuntas
23	SYAFIRA HUMAIRA	50	Tidak Tuntas
24	WARDAH ZAH RATUNNISA	80	Tuntas

## Activity 2

### LEMBAR PENILAIAN KETERAMPILAN

#### 2. Praktik (Menyusun deskriptif text )

#### RUBRIK PENILAIAN KEMAMPUAN BERBICARA (Speaking Skill)

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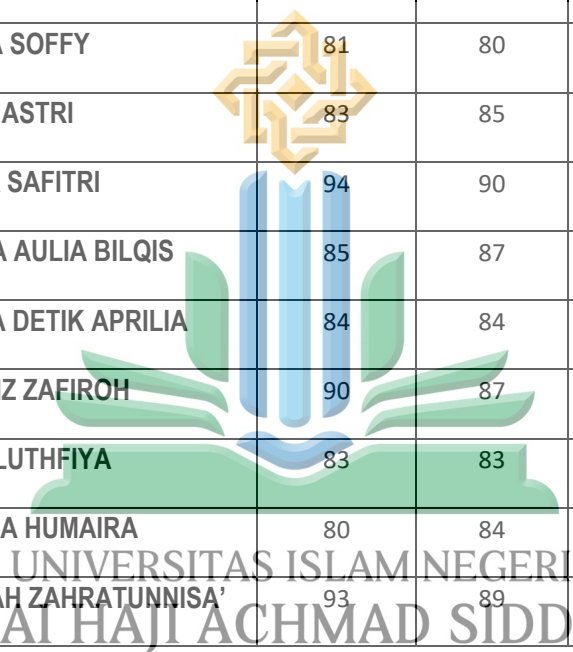
#### Rubrik Penilaian Speaking Skill

NO	Aspek yang Dinilai	Kriteria	Skor
1.	Pengucapan (pronunciation)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu	1

		makna	
2.	Intonasi (intonation)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
3.	Kelancaran (fluency)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1

NO	NAMA	SIKAP			SKOR
		Pengucapan	Intonasi	Kelancaran	
1	AFIFAH LAILIYAH NURIL	82	80	78	80
2	AISYAH	80	85	80	82
3	AMELIA PUTRI FAIZAH	78	84	82	82
4	AMELIATUL HASANAH	82	87	82	84
5	ANAFIL ARDILLAH	81	86	81	83
6	ASHFA ZAMITA NURIL AISY	87	88	80	85
7	AZKI INTIYAZ AS SYARAFIY	80	84	83	83
8	BILQIS AZIZAH	81	86	80	82

9	BINTANG HAYYU DINA	80	85	83	83
10	CYRILLA AURIN DHIYA'UL	92	89	84	88
11	HAFRIZA QORI	82	83	85	83
12	ISTRIYANI WAKIDAH	80	84	83	82
13	KHOLIFATUL FITRIANA	84	81	82	82
14	LINA AULIYA	82	87	83	84
15	MARISA AULIA RAHMA	83	86	84	84
16	NABILA SOFFY	81	80	82	81
17	NAYLA ASTRY	83	85	83	83
18	NUZILA SAFITRI	94	90	85	90
19	QUINNA AULIA BILQIS	85	87	80	84
20	QONITA DETIK APRILIA	84	84	81	83
21	SHARLIZ ZAFIROH	90	87	83	87
22	SHOFI LUTHFIYA	83	83	86	84
23	SYAFIRA HUMAIRA	80	84	84	83
24	WARDAH ZAH RATUNNISA'	93	89	82	88



**Pembelajaran Remedial**

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan Tes Sumatif, maka akan diberikan pembelajaran tambahan (*Remedial Teaching*) terhadap IPK yang belum tuntas kemudian diberikan Tes Sumatif lagi dengan ketentuan:

1. Soal yang diberikan berbeda dengan soal sebelumnya namun setara.
2. Nilai akhir yang akan diambil adalah nilai hasil tes terakhir .
3. Siswa lain yang sudah tuntas (KKM) dipersilahkan untuk ikut bagi yang berminat untuk memberikan keadilan.

**Pembelajaran Pengayaan**

Guru memberikan nasihat agar tetap rendah hati, karena telah mencapai KKM (Kriteria Ketuntasan Minimal). Guru memberikan materi pengayaan berupa

penugasan untuk meningkatkan keterampilan membuat descriptive text yang benda yang paling ia sukai.

PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN  
REPUBLIK INDONESIA  
NOMOR 37 TAHUN 2018  
TENTANG

PERUBAHAN ATAS PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN  
NOMOR 24 TAHUN 2016 TENTANG KOMPETENSI INTI DAN KOMPETENSI  
DASAR PELAJARAN PADA KURIKULUM 2013 PADA PENDIDIKAN DASAR DAN  
PENDIDIKAN MENENGAH

DENGAN RAHMAT TUHAN YANG MAHA ESA

MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA,

Menimbang : a. bahwa untuk memenuhi kebutuhan dasar peserta didik dalam mengembangkan kemampuannya pada era digital, perlu menambahkan dan mengintegrasikan muatan informatika pada kompetensi dasar dalam kerangka dasar dan struktur kurikulum 2013 pada jenjang pendidikan dasar dan pendidikan menengah;

b. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a, perlu menetapkan Peraturan Menteri Pendidikan dan Kebudayaan tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 pada Pendidikan Dasar dan Pendidikan Menengah

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);  
2. Undang-Undang Nomor 39 Tahun 2008 tentang Kementerian

Negara (Lembaran Negara Republik Indonesia Tahun 2008 Nomor 166, Tambahan Lembaran Negara Republik Indonesia Nomor 4916);

3. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Lembaran Negara Republik Indonesia Tahun 2005 Nomor 41, Tambahan Lembaran Negara Republik Indonesia Nomor 4496), sebagaimana telah beberapa kali diubah, terakhir dengan Peraturan Pemerintah Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Lembaran Negara Republik Indonesia Tahun 2015 Nomor 45, Tambahan Lembaran Negara Republik Indonesia Nomor 5670);
4. Peraturan Presiden Nomor 14 Tahun 2015 tentang Kementerian Pendidikan dan Kebudayaan (Lembaran Negara Republik Indonesia Tahun 2015 Nomor 15) sebagaimana telah diubah dengan Peraturan Presiden Nomor 101 Tahun 2018 tentang Perubahan atas Peraturan Presiden Nomor 14 Tahun 2015 tentang Kementerian Pendidikan dan Kebudayaan (Lembaran Negara Republik Indonesia Tahun 2018 Nomor 192);
5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 11 Tahun 2018 tentang Organisasi dan Tata Kerja Kementerian Pendidikan dan Kebudayaan (Berita Negara Republik Indonesia Tahun 2018 Nomor 575);

**MEMUTUSKAN:**

Menetapkan : **PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN TENTANG PERUBAHAN ATAS PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN NOMOR 24 TAHUN 2016 TENTANG KOMPETENSI INTI DAN KOMPETENSI DASAR PELAJARAN PADA KURIKULUM 2013 PADA PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH.**

Pasal I

Peraturan Menteri Pendidikan dan Kebudayaan Nomor 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 pada Pendidikan Dasar dan Pendidikan Menengah (Berita Negara Republik Indonesia Tahun 2016 Nomor 971) diubah sebagai berikut:

1. Di antara Pasal 2 dan Pasal 3 disisipkan 1 (satu) Pasal yaitu Pasal 2A sebagai berikut:

#### Pasal 2A

- (1) Muatan informatika pada Sekolah Dasar/Madrasah Ibtidaiyah (SD/MI) dapat digunakan sebagai alat pembelajaran dan/atau dipelajari melalui ekstrakurikuler dan/atau muatan lokal.
- (2) Mata Pelajaran Informatika pada Sekolah Menengah Pertama/Madrasah Tsanawiyah (SMP/MTs) dan Sekolah Menengah Atas/Madrasah Aliyah (SMA/MA) dimuat dalam Kompetensi Dasar yang digunakan sebagai acuan pembelajaran.

2. Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 pada Pendidikan Dasar dan Pendidikan Menengah sebagaimana tercantum dalam Peraturan Menteri Pendidikan dan Kebudayaan Nomor 24 Tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran pada Kurikulum 2013 pada Pendidikan Dasar dan Pendidikan Menengah diubah dengan menambahkan Kompetensi Inti dan Kompetensi Dasar Informatika SMP/MTs pada nomor urut 60 dan Kompetensi Inti dan Kompetensi Dasar Informatika SMA/MA pada nomor urut 61 sehingga menjadi sebagaimana tercantum dalam Lampiran yang merupakan bagian tidak terpisahkan dengan Peraturan Menteri ini.

Pasal II

Peraturan Menteri ini mulai berlaku  
pada tanggal diundangkan

Agar setiap orang mengetahuinya, memerintahkan pengundangan Peraturan  
Menteri ini dengan penempatannya dalam Berita Negara Republik Indonesia.

Ditetapkan di Jakarta

pada tanggal 14 Desember 2018

MENTERI PENDIDIKAN DAN KEBUDAYAAN  
REPUBLIK INDONESIA,

TTD.  
MUHADJIR EFFENDY

Diundangkan di Jakarta  
pada tanggal 20 Desember 2018

DIREKTUR JENDERAL

PERATURAN PERUNDANG-UNDANGAN KEMENTERIAN HUKUM DAN HAK ASASI  
MANUSIA REPUBLIK INDONESIA,

KIAI HAJI ACHMAD SIDDIQ

J E M B E R

TTD.  
WIDODO EKATJAHJANA

BERITA NEGARA REPUBLIK INDONESIA TAHUN 2018 NOMOR 1692

Salinan sesuai dengan aslinya Kepala Biro Hukum dan Organisasi

Kementerian Pendidikan dan Kebudayaan,

TTD

Dian Wahyuni

NIP 196210221988032001



KOMPETENSI INTI DAN KOMPETENSI DASAR **BAHASA INGGRIS** SMP/MTs KELAS: VII

Tujuan kurikulum mencakup empat kompetensi, yaitu (1) kompetensi sikap spiritual, (2) sikap sosial, (3) pengetahuan, dan (4) keterampilan. Kompetensi tersebut dicapai melalui proses pembelajaran intrakurikuler, kokurikuler, dan/atau ekstrakurikuler.

Rumusan Kompetensi Sikap Spiritual adalah “Menghargai dan menghayati ajaran agama yang dianutnya”. Adapun rumusan Kompetensi Sikap Sosial adalah “Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya”. Kedua kompetensi tersebut dicapai melalui pembelajaran tidak langsung (*indirect teaching*), yaitu keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran serta kebutuhan dan kondisi siswa.

Penumbuhan dan pengembangan kompetensi sikap dilakukan sepanjang proses pembelajaran berlangsung, dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter siswa lebih lanjut.

Kompetensi Pengetahuan dan Kompetensi Keterampilan dirumuskan sebagai berikut, yaitu siswa mampu:

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
<p>3. memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingih tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata</p>	<p>4. mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori</p>
KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya</p>	<p>4.1 menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

KOMPETENSI DASAR	KOMPETENSI DASAR
<p>3.2 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; <i>pronoun (subjective, objective, possessive)</i>}</p>	<p>4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.3 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p>	<p>4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.4 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article</i> a dan <i>the</i>, <i>plural</i> dan <i>singular</i>)</p>	<p>4.4 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

<p>3.5 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p>	<p>4.5 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>KOMPETENSI DASAR</p>	<p>KOMPETENSI DASAR</p>
<p>3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)</p>	<p>4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<p>3.7 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>4.7 teks deskriptif</p> <p>4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p> <p>4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
<p>3.8 menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p>	<p>4.8 menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>

## Appendix 4

### Interview

#### **Interview 1: Mrs. Eliyana Farida, S.Pd. As the English teacher at seventh grade.**

A : assalamu'alaikum wr.wb.

B : wa'alaikumussalam wr.wb.

A : may you can introduce your self first mam.

B : my name is Eliyana Farida and now I am teaching at Nuris Junior School.

A : how long have you been teaching here, mam? Perhaps you can tell it mam.

B : Exactly I have been teaching in Nuris Junior High School more than ten years, miss.

A : it's been a long time, mam. Then, here I have some questions related to the teaching speaking skills through simulation tool strategy in purpose of my thesis needs. So can I start it mam?

B : yes of course miss. I will answer as I can.

A : my first question is related to the purpose of teaching speaking skill on your strategy that you conduct to the classroom. So how is the purpose of teaching speaking skills through TPS strategy?

B : Basically, I see every student have their own skill. But important to say, that speaking is important skill that must be mastered by every student. I realize, that they were still at junior high school level but it won't be wrong if we can learn and speak well from a low level. In the school we do not just learn about our language, Indonesian. We also need learn English as International Language. So that make easier for someone to speak and get the information to talk later with the foreigner for example. But the problem happened, the basic students moreover in seventh grade they can't speak well. Moreover, some of the student can't just to introduce their self well. So, I think the student need fun lesson so they can enjoy the class and easy to catch other material, have good interaction using speaking. Its suitable with the purpose of this strategy that make student speak fluently, active and more confident in English speaking".

A : then, my second questions is how is the materials of teaching speaking skills through simulation tool strategy?

B : Actually, we can modify the material that given to the student. There many ways to present the material. We can use the media around us. In my opinion, by using media, students will interest more, so that I made my material interesting with full of colour, picture and so on, it also need the clear explanation so that the student enjoy the class. Basically, material is related to the purpose of the teaching learning itself. If the learning process focus on teaching speaking so the material should relate to the teaching speaking skill activities which suitable the goal to improve their speaking. For the strategy that used in the learning process explain the material, and question and answer about the material (plural and singular), and the student practice to my command by describe a favourite thing around them. For the strengthen material to improve their speaking, the next section I ask that the student to bring anything that related with their hobby, their favourite activity that make them happy. They can practice their favourite activity using the tool. Here, the student looked happy and enjoy the class. The students got more knowledge and practice the speaking more and I have addition strategy so that I can apply to another class. From those activity, I believe the students can increase their speaking ability especially more confident, speak fluently and active

A : well, my third questions is how the steps of teaching speaking skills through simulation tool strategy?

B :. The step that used to teach them conduct to the teaching speaking skill through simulation tool strategy are based on the lesson plan Curriculum 13, contain of opening, core, and closing. First, we can open the class as usual by salam, then ask them to pray together lead by vice of the class, I give them motivation related to the material. I give them know, how the class run. Ask them to read in 3 minutes the material, and say what they get from the material. Then I explain more, I did question and answer question by answer the question in PPT that I made. I ask them to make a sentence related with the material. The last I did evaluation by give an addition justification. I give them know, what they should bring and what should the do in next section and I close the class. It also applied in next section. The next section, the class focus on the student speaking performance and I give feedback. I make the class enjoyed and relaxed. I hope this strategy be a new strategy that help them easily to learn English. I think this steps will make the students can follow step by step

A : alright. How about the evaluation of teaching speaking skills through simulation tool strategy?

B : “The evaluation given in the end of the class. Before I close the class, usually I give them evaluation so that the students understand, how they catch the material, what should they increase in their report or speaking performance such as I use feedback, comment, suggestion, and correction. The evaluation mostly about their grammar, fluently, vocabulary, pronunciation, gesture, mimics. In the end of the class, I ask them to increase their confidence in speaking mostly by speaking practice in daily life even they mix with their mother tongue. The evaluation makes the students realize evaluation is important to know the correct one consciously in speaking well especially in speaking elements”.

A : okay miss, so I think that all my questions. Thank you for your available time. Assalamualaikum.

B : my pleasure. Waalaikum salam wr. Wb

**Interview 2 : focus group interview at eighth grade students of Nuris Junior High School**

RS 1 : my name is Afifah.

RS 2 : my name is Nuzila.

RS 3 : my name is Quinna

RS 4 : my name is Olivia.

RS 5 : my name is Aisyah.

S : Assalamu'alaikum wr.wb.

RS : wa'alaikumussalam wr.wb.

S : how are you today?

RS : we're fine and you?

S : I am fine too, thanks. At first, may you can introduce yourself first.

RS 1 : my name is Afifah.

RS 2 : my name is Nuzila.

RS 3 : my name is Quinna.

RS 4 : my name is Olivia.

RS 5 : my name is Aisyah.

S : okay, in your opinion is the teaching learning for today is fun used this strategy?

RS : yes, it is miss.

S : So excited. Here, I am going to ask all of you some questions about the teaching learning that was conducted by mam Eli for a few meetings just now.

RS : okay miss.

S : in your opinion, how is the purpose of teaching speaking skills through TPS strategy?

RS 1: The purpose is make the students can speak English in the classroom. Mam Eliyana always have many way to make the students fell comfortable with her. The strategy that use by her actually is fun. But there is something miss, that we need to practice more.

RS 2 : Based on our argument, for me this strategy that choose by mam Eli is good. The student can follow the teacher instruction during the learning process. Those kind of activity make the student active to speak and cultivate self-confident”

S : Then, about the materials. How is the materials in teaching speaking skills through simulation tool strategy?

RS 3&5: “Basically, I like speaking, but I don’t like English so much. The material is relevant. Describing thing and implement using simulation tool strategy is very suitable. Moreover, Mam Eli explained clearly. So I think using simulation tool strategy, I can speak everything through my hobby and use a tool to make more interesting to practice”..

S : then in your opinion how are the steps in teaching speaking skills through simulation tool strategy in the classroom?

RS 1&2: “The teacher gives clear explanation, question and answer session, ice breaking sometimes and evaluation the learning process before the class closed. The strategy used make we relax to study and try to speak more, and active in the class”.

RS 5 : Mam Eliyana, ask all the students bring a tool in next section related with our hobby. It is so interesting method to do. The students will more active and relax in the class. For me, I like practice than material. So it is help us, for me especially to learn English more easy to understandsRS 1 and : yes miss, after Ustadzah gave a question to us commonly we wrote it down in our book. Then we communicate with our table mate to discussed it and then we share it in report result to the class.

S : and how about the evaluation in teaching speaking skills through simulation tool strategy?

RS 5: Mam Eliyana never forgot to give us evaluation, from grammar and pronunciation, gesture or other. She always given suggestion by her on way. Because she is humble, she never angry when she given the suggestion even we did a mistake. So it make the students fell enjoy and relax the class

RS 3: Mam Eliyana never run out of the way, in the last section, besides give us evaluation Mam Eliyana also give us reflection, Mam Eliyana ask me to perform by bring a toll related with my hobby and I can speak anything with my toll. So, it makes us remind the materials.

S : so I think that all my questions for you, thanks for your time and hopefully it will be a meaningful for you all and keep it up. Wassalamu’alaikum wr.wb.

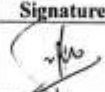
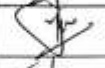





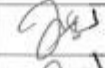
RS : yes miss, wa’alikumussalam wr.wb.



## Appendix 5

### Research Journal

#### The Implementation of Teaching Speaking Skill Through Simulation Tool Strategy at the Seventh Grade of Nuris Junior High School Jember

No.	Day/Date	Activity	Signature
1	20 <sup>th</sup> of November 2022	The researcher did the preliminary study by conducting observation and interview with the English teacher	
2	1 <sup>st</sup> of February 2023	The researcher confirm the research permission	
3	7 <sup>th</sup> of February 2023	The researcher interviewed the English teacher about the strategy used for teaching speaking skill	
4	7 <sup>th</sup> of February 2023	The researcher interviewed the students about the strategy used for teaching speaking skill	
5	7 <sup>th</sup> of February 2023	The researcher observed the implementation of teaching speaking skill through simulation tool strategy at the seventh grade	
6	14 <sup>th</sup> of February 2023	The researcher observed the implementation of teaching speaking skill through simulation tool strategy at the seventh grade	
7	7 <sup>th</sup> – 14 <sup>th</sup> of February 2023	The researcher completed the research data document review	
8	15 <sup>th</sup> of February 2023	The researcher got a letter of research finishing	

Jember, 29 Mei 2023

Mengetahui



**Dr. Hasanatul Kholidiyah, S.Pd, M.Pd**

NIP.

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ

JEMBER

Pendidik

**(Silvia Diah P.S)**

NIM. T20196086

## Appendix 6



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: [tarbiyah.lainjember@gmail.com](mailto:tarbiyah.lainjember@gmail.com)

Nomor: B-0006/In.20/3.a/PP.009/01/2023

Sifat : Biasa

Perihal: **Permohonan Ijin Penelitian**

Yth. Kepala MTs "Unggulan" NURIS

- Mts "Unggulan" Nuris Jember, Jl. Pangadaran 48 Antirogo Kecamatan Sumbersari Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196086  
Nama : SILVIA DIAH PERMATA SARI  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai : The Implementation of Teaching Speaking Skill Through Simulation Tool Strategy at the Seventh Grade of MTs "Unggulan" NURIS JEMBER selama 14 ( empat belas ) hari dilingkungan lembaga wewenang Bapak/Ibu Dr. Hasanatul Kholidiyah, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13 Februari

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JEMBER

MASHUDI

## Appendix 7



**MADRASAH TSANAWIYAH  
MTs UNGGULAN NURIS JEMBER**  
TERAKREDITASI "A"  
NSM. 121 235 090 137      NSPN: 20581594  
Jl. Pengaduran 48 Antiraga - Jember 68125 Telp. ( 0331 ) 255389 Jember  
Email : [mtsunggulanurus@gmail.com](mailto:mtsunggulanurus@gmail.com)

**SURAT KETERANGAN SELESAI PENELITIAN**  
Nomor : 311 / MTs.UN – Jbr a/ M / 06 / 2023

Yang bertanda tangan dibawah ini:

Nama : Dr. Hasanatul Khalidiyah, M.Pd.I.  
Jabatan : Kepala Madrasah MTs Unggulan Nuris

Menerangkan bahwa :

Nama : Silvia Diah Permata Sari  
NIM : T20196086  
Program Studi : Tadris Bahasa Inggris  
Judul Penelitian : *"The Implementation of Teaching Speaking Skill Through Simulation Tool Strategy at the Seventh Grade of MTs Unggulan Nuris Jember"*

Benar-benar telah melakukan penelitian di lembaga kami selama 14 hari.  
Demikian surat keterangan selesai penelitian dibuat untuk digunakan sebagaimana mestinya.

Jember, 07 Juni 2023  
UNIVERSITAS ISLAM NEGERI  
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Dr. Hasanatul Khalidiyah, M.Pd.I

## Appendix 8

### Documents Review

#### 1. Profile of Nuris Junior High School Jember

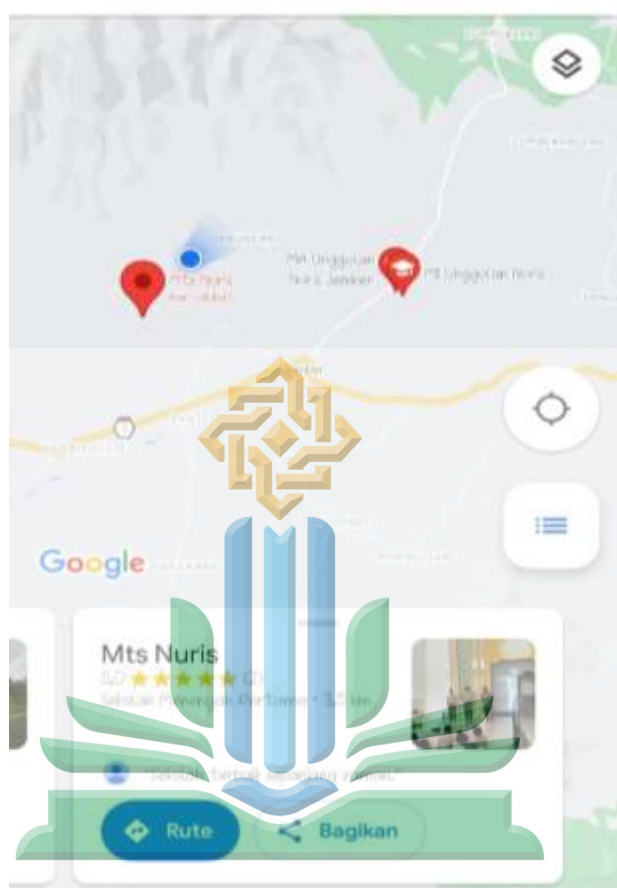


#### DATA REFERENSI

### UNIVERSITAS ISLAM NEGERI KIAI Haji Achmad Siddiq JEMBER

Nama	: MTSS UNGGULAN NURIS
NPSN	: 20581504
Alamat	: JL. PANGANDARAN 48 ANTIROGO JEMBER
Desa/Kelurahan	: ANTIROGO
Kecamatan/Kota (LN)	: KEC. SUMBERSARI
Kab.-Kota/Negara (LN)	: KAB. JEMBER
Propinsi/Luar Negeri (LN)	: PROV. JAWA TIMUR
Status Sekolah	: SWASTA
Bentuk Pendidikan	: MTs

## 2. Geographic condition of Nuris Junior High School Jember



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### 3. Visi, Misi Dan Tujuan Mts Unggulan Nuris Jember

*Lampiran : SK Kepala MTs Unggulan Nuris Jember*

*Nomor : /MTs.Un.Ni-Jbr/H/06/2021*

*Tanggal : 2 Juni 2021*

## **VISI, MISI DAN TUJUAN MTs UNGGULAN NURIS JEMBER**

**PERIODE TAHUN 2021 – 2024**

### **A. VISI MADRASAH**

***“Terbentuknya siswa yang berakhlak mulia, unggul dalam prestasi dan berjiwa ASWAJA“***

Berikut penjabaran Indikator Visi MTs Unggulan Nuris Jember:

1. Terwujudnya ajaran-ajaran dan nilai-nilai Islam sebagai pandangan hidup, sikap hidup dan keterampilan hidup dalam kehidupan sehari-hari;
2. Terwujudnya pribadi yang unggul, adaptif, kreatif, terampil, dan berkepribadian kuat dalam menghadapi era globalisasi;
3. Tercapainya prestasi di berbagai bidang baik akademik maupun non akademik;
4. Terciptanya budaya dan tata kehidupan madrasah islami berciri khas pesantren (Aswaja).

### **B. MISI MADRASAH**

Untuk mencapai Visi tersebut, MTs Unggulan Nuris Jember mengembangkan misi sebagai berikut:

1. Meningkatkan pembinaan ajaran-ajaran dan nilai-nilai Islam;

2. Menumbuhkan semangat keunggulan secara efektif, sehingga setiap siswa dapat berkembang secara optimal, adaptif, kreatif, terampil, dan berkepribadian kuat dalam menghadapi era globalisasi;
3. Melaksanakan pembelajaran dan bimbingan secara intensif baik dalam prestasi akademik maupun non akademik;
4. Menumbuh kembangkan sikap dan amaliah keagamaan Islam ala Ahlussunnah Wal Jama'ah.

### C. TUJUAN MADRASAH

Tujuan pendidikan Nasional adalah mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab. Sedangkan pendidikan menengah adalah meningkatkan kecerdasan, pengetahuan, kepribadian, akhlak mulia serta keterampilan untuk hidup mandiri dan mengikuti pendidikan lebih lanjut.

Merujuk pada tujuan pendidikan nasional dan pendidikan menengah berikut rincian tujuan MTs Unggulan Nuris Jember:

- a. Meningkatkan keimanan dan ketakwaan kepada Allah SWT sehingga aktif menjalankan ibadah dan amaliah
- b. Menjadikan MTs Unggulan Nuris Jember sebagai lembaga pendidikan masa depan Islami yang mendapat kepercayaan masyarakat
- c. Menciptakan sistem belajar yang mendukung terwujudnya motivasi belajar, kecakapan hidup Menghasilkan lulusan berwawasan Ilmu Pengetahuan dan Teknologi (**IPTEK**) dan Iman Taqwa (**IMTAQ**) secara seimbang
- d. Mempersiapkan peserta didik agar menjadi manusia yang berkepribadian, cerdas, berkualitas, dan berprestasi dalam bidang akademik dan non akademik
- e. Menghasilkan lulusan yang memiliki kompetensi keagamaan dan menjadikan Islam sebagai sumber spiritual yang bersifat *Ahlussunnah wal Jama'ah*.

Jember, 1 Januari 2023

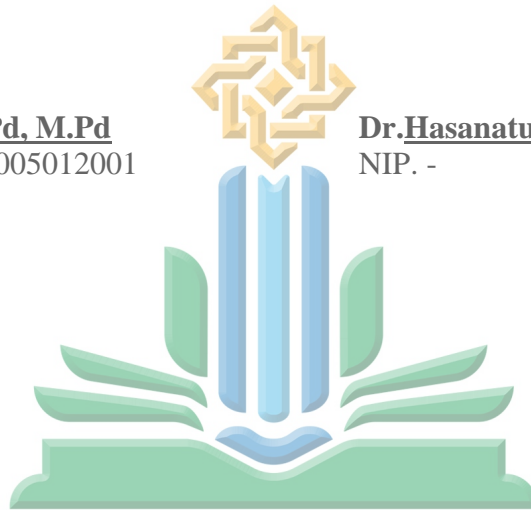
Mengetahui,

Pengawas,

Kepala Madrasah

**Lisbinantin, S.Pd, M.Pd**  
NIP. 197002232005012001

**Dr. Hasanatul Khalidiyah, M.Pd.I**  
NIP. -



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## Appendix 9

### CURRICULUM VITAE



Name : Silvia Diah Permata Sari

SRN : T20196086

Place, date of birth : Jember, 28<sup>th</sup> of June 2000

Gender : Female

Address : Dusun Krajan, Rt 002 Rw 003, desa Sukorambi,  
kec.Sukorambi, Kab.Jember.

Faculty : Tarbiyah and teacher training Faculty

Major : English Education

Email : [silviadiahpermatasari28@gmail.com](mailto:silviadiahpermatasari28@gmail.com)

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#### Education background

Kindergarten : TK Raudlatul Ulum Al-Islamiyah

Elementary School : SDN Sukorambi 01

Junior High School : MTsN Jember 2

Senior High School : MA “Unggulan” NURIS Jember