THESIS

THE EFFECT OF SIMULATION-BASED LEARNING STRATEGIES TO IMPROVE STUDENTS' SPEAKING SKILLS AT SMP PLUS DARUSSALAM

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MOTO AND DEDICATION

مَنْ لَمْ يَذُقْ مُرَّ التَّعَلُّمِ سَاعَةً # تَجَرَّعَ ذُلَّ الجَهْلِ طُولَ حَيَاتِهِ،

Barang siapa yang belum pernah merasakan pahitnya belajar walau sesaat, Maka ia akan menelan hinanya kebodohan sepanjang hidupnya.

This thesis dedicated to myself and my beloved parents, who taught me the value of honesty, effort, and faith — even when no one is watching. Your quiet strength and unwavering support are the foundation of everything I build indeed be grateful of everything we get.

To my mentors and teachers, who challenged me to think, inspired me to plan, and reminded me to always focus on what truly matters.

To the students and young dreamers, may you never seek shortcuts, may you never fear the slow road, and may you always remember that real success is earned — not taken.

DECLARATION OF AUTHENTICITY OF THESIS

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Declare that:

1. This Thesis has never submitted to any other education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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ABSTRACT

Murtafiatul Jannah, I. (2025). Pengaruh Strategi Pembelajaran Berbasis Simulasi dalam Meningkatkan Kemampuan Berbicara Siswa di SMP Plus Darussalam. Tesis. Departemen Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Pendidikan Guru, Universitas Kh Mukhtar Syafaat. Pembimbing: Faiqotur Rizkiyah, M.Pd.

Kata kunci: speaking skill, strategi berbasis simulasi, pembelajaran bahasa Inggris.

Kemampuan berbicara (speaking skill) merupakan salah satu keterampilan penting dalam pembelajaran bahasa Inggris, namun sering kali menjadi tantangan bagi siswa sekolah menengah pertama karena kurangnya kesempatan berlatih dalam konteks nyata. Oleh karena itu, Penelitian ini menggunakan Teknik simulation based-learning untuk mengetahui pengaruh strategi pembelajaran berbasis simulasi, terhadap peningkatan kemampuan berbicara siswa kelas VII di SMP Plus Darussalam. Dengan demikian sesuai dengan tujuan Penelitian, maka penelitian ini menggunakan metode quasi-experimental dengan desain pre-test dan post-test pada dua kelompok, yaitu kelas eksperimen dan kelas kontrol. Masing-masing kelompok terdiri dari 36 siswa. Data dianalisis menggunakan uji normalitas, Mann-Whitney U Test, dan perhitungan skor N-Gain. Hasil penelitian menunjukkan bahwa kedua kelas mengalami peningkatan nilai dari pre-test ke post-test. Namun, peningkatan pada kelas eksperimen lebih signifikan. Nilai rata-rata kelas eksperimen meningkat dari 55,42 menjadi 75,58, sementara kelas kontrol meningkat dari 57,53 menjadi 63,89. Skor rata-rata N-Gain kelas eksperimen adalah 0,474 (kategori sedang), sedangkan kelas kontrol sebesar 0,368 (kategori sedang, namun lebih rendah). Uji Mann-Whitney menunjukkan perbedaan yang signifikan antar kedua kelas dengan nilai signifikansi ($p < 0,05$). Dengan demikian, dapat disimpulkan bahwa strategi pembelajaran berbasis simulasi memberikan dampak positif dan signifikan terhadap kemampuan berbicara siswa, serta lebih efektif dibandingkan dengan metode pembelajaran konvensional.

ABSTRACT

Murtafiatul Jannah, I. (2025). The Effect Of Simulation-Based Learning Strategies To Improve Students' Speaking Skills At SMP Plus Darussalam. Thesis. English Education Department Faculty Of Tarbiyah and Teachers Training Universitas Kh Mukhtar Syafaat. Advisor: Faiqotur Rizkiyah, M.Pd.

Key words: speaking skill, simulation-based strategy, English language learning.

Speaking skills are one of the most important in learning English, but they often pose a challenge for junior high school students due to a lack of opportunities to practice in real-life contexts. Therefore, this study uses simulation-based learning techniques to determine the effect of simulation-based learning strategies on improving the speaking skills of seventh-grade students at SMP Plus Darussalam. In line with the research objectives, this study employs a quasi-experimental method with a pre-test and post-test design on two groups: an experimental group and a control group. Data were analysed using normality tests, the Mann-Whitney U Test, and N-Gain score calculations. The results showed that both classes experienced an increase in scores from the pre-test to the post-test. However, the improvement in the experimental class was more significant. The average score of the experimental class increased from 55.42 to 75.58, while the control class increased from 57.53 to 63.89. The average N-Gain score of the experimental class was 0.474 (moderate category), while the control class was 0.368 (moderate category, but lower). The Mann-Whitney test showed a significant difference between the two classes with a significance value ($p < 0.05$). Thus, it can be concluded that simulation-based learning strategies have a positive and significant impact on students' speaking skills and are more effective than conventional learning methods.

FOREWORD

بسم الله الرحمن الرحيم

In the name of Allah, the most beneficent, the most merciful.

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Throughout this long and tiring process, the author faced many challenges and obstacles to complete this thesis. Of course, this thesis would not have been completed without the help and support of people around, including lecturers, family, friends, and the school institution.

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Banyuwangi, June 23, 2025
The Writer,

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CHAPTER I
INTRODUCTION

1.1 Research Background

As a country with a population of over 270 million, Indonesia recognizes English as a global language. Today, English is widely regarded as an international language used by people across the world for communication. It is considered a crucial skill for achieving success in our increasingly interconnected world.

All languages, including English, are built upon four fundamental skills: listening, speaking, reading, and writing (Rahayu & Asahan, 2023). Among these, speaking plays a particularly vital role in mastering English as an international language. This is because speaking is the most commonly used skill in international business, communication, and interaction. English, as the world's primary global language, has become the dominant lingua franca. It is widely used in international trade, diplomacy, entertainment, telecommunications, scientific research, and the publication of newspapers and books (S.R., 2019).

In the field of education, English proficiency is increasingly essential. According to (Usmonov, 2020). students and the general public are required to acquire both oral and written English proficiency in order to communicate effectively in academic and professional contexts. Unfortunately, many students still face difficulties in speaking English fluently (Normawati et al., 2023) Research findings from preliminary observations indicate that most students struggle with pronunciation, which becomes a major barrier in articulation and comprehension. Further observations and interviews reveal that students lack mastery of pronunciation skills, particularly in terms of comprehension, clarity, and fluency (Uchihara et al., 2023)

Mastering English requires the integration of various linguistic and non-linguistic components, such as grammar, vocabulary, pronunciation, and affective factors. A limited vocabulary often leads to low self-confidence in speaking. (Tran

& Nguyen, 2019) highlight that speaking is one of the most anxiety-inducing skills for students, as it demands not only grammatical and linguistic knowledge but also the ability to use the language appropriately in different social contexts.

Based on initial observations conducted in early May, the speaking skills of first-year students at SMP Plus Darussalam were found to be still unsatisfactory. This conclusion was drawn from several indicators, including: (1) limited vocabulary, (2) weak grammar mastery, (3) difficulty in understanding previously learned material, (4) fear of mispronunciation, and (5) nervousness and lack of confidence when expressing ideas. These issues reflect a broader challenge faced by many students in mastering English speaking skills.

Based on the aforementioned problems, the researcher proposed Simulation-based learning to deal with it because improving students' speaking skills requires encouragement and innovative teaching methods. Simulation-based learning (SBL) is a learning strategy that uses realistic scenarios and controlled environments to enable learners to apply knowledge and practice skills safely and effectively (Adib et al., 2018). Through repeated practice in lifelike situations, students can improve their fluency, build vocabulary, and enhance grammatical accuracy(Hayati et al., 2020). This approach can significantly boost learners' confidence and reduce speaking anxiety.

Moreover, effective methods are essential to help students fully understand the material. (Aan Anisah et al., 2023) emphasizes the importance of investigating students' efforts in achieving speaking proficiency. In this regard, teachers must be creative in delivering material using engaging approaches that align with learning objectives. Learning strategies and instructional media play a crucial role in helping students comprehend lessons more effectively (Budasi et al., 2020).

Sjögren & Cakici (2025) similarly asserts that effective media and teaching methods can increase student motivation to learn and communicate in English. Simulation-based learning is also seen as beneficial in teacher education, helping pre-service

teachers become better prepared for future classroom challenges (Levin & Flavian, 2022) by providing opportunities to apply theoretical knowledge to real-life behaviors (Levin & Flavian, 2022). Therefore, simulations are widely recommended and implemented in teacher training programs due to their pedagogical value, especially in promoting cognitive, behavioral, and affective learning (Sanchez et al., 2023).

Simulations, which are closely related to role-playing, offer additional advantages. While both involve active student participation, simulations tend to be more structured and realistic. Students can use devices or props to create authentic environments, such as computer-based or augmented-reality simulations (Mandiri, 2023). These activities not only make learning more engaging but also help shy students participate more confidently, as the shared responsibility in group tasks reduces individual pressure (Hanh et al., 2024).

Supporting this, previous research by (Suhaimi, 2021) at Al-Ikhlas Junior High School also revealed that most students exhibited low speaking abilities. Although conducted in a different school, similar conditions were observed at SMP Plus Darussalam. Additionally (Nguyen & Thao, 2023) in their study entitled *"Using Simulation Activities in English Speaking Practice"* on tenth-grade students in Vietnam, found that many students struggled with speaking due to similar factors.

Several studies have shown that simulation-based learning strategies can be an effective solution to address this issue. For instance, research conducted at SMPN 3 Bengkulu demonstrated a significant improvement in students' speaking and writing skills after the application of a social simulation learning model (Bakri & Riyanto, 2024). Likewise, studies in Temanggung and Jepara revealed that the use of simulations not only enhanced students' speaking abilities but also increased their motivation and self-confidence (Peri Adrian et al., 2024). In Pringsewu, (Hayati et al., 2020) reported an 86% increase in student confidence following the implementation of simulation methods.

These consistent findings highlight that simulation-based

learning strategies are both relevant and effective, particularly in junior high school contexts. Therefore, SMP Plus Darussalam was chosen as the research site due to the contextual relevance of the problems it faces, which mirror the challenges found in other schools.

In conclusion, considering the problems identified and the strong theoretical and empirical support for simulation-based learning, this research investigates the effect of simulation-based learning strategies on improving students' speaking skills at SMP Plus Darussalam.

1.2 Research Problem

1.2.1 Does the use of Simulation-based learning significantly improve student's speaking skill at SMP Plus Darussalam?

1.3 Research Objective

1.3.1 To determine the effectiveness of simulation-based learning in improving students' speaking skills at SMP Plus Darussalam.

1.4 Research Significances

This study provides the the effectiveness of simulation-based learning strategies in improving students' speaking skills of course through this study will provide benefits:

1.4.1 Theoretical Benefits

a. Learning Theory Development

The literature on simulation-based learning techniques and how they affect students' speaking ability can benefit from this study. This simulation-based strategy allows students to learn in a more realistic and interactive context, which supports the development of their speaking skills.

b. Contribution to Language Learning Theory

The results of this study can support the idea in the field of Communicative Language Teaching (CLT) which emphasizes that interaction and modeling of real situations can improve students' speaking competence. Simulation allows students to use language in various communication situations, thereby increasing their confidence and fluency.

c. Enriching Insights in Educational Research

Experimental research in education is needed to demonstrate the efficacy of a particular learning methodology. As a result, this study provides empirical evidence on the efficiency of simulation-based learning methodology, which can be used as a reference in future research.

1.4.2 Practical Benefits

a. for a school

The quasi-experimental research can be used as input for improving the quality of education in English subjects at SMP Plus Darussalam

b. For the English teacher

This study provides recommendations for teachers to include simulation- based learning in their teaching practices specifically in developing speaking skills. And it is expected to be a more interesting and innovative teaching and learning process.

c. Student Engagement

It is hoped that the results of this research can improve the speaking skills of SMP Plus Darussalam students, boost their confidence, and enhance their ability to use English in real-life situations.

d. For the research

To fulfill one of the requirements for completing the author's undergraduate studies in the English education study program at FTK Uimsya and to enhance the author's knowledge about simulation-based learning methods to improve conceptual understanding. And one of the efforts to enhance and broaden the knowledge and experience of the researcher.

e. For the others researchers

It is hoped that the findings of this research will be useful for other researchers who wish to conduct further studies on speaking instruction

1.5 Scope and Limitation

This study, which focused on grade VII pupils, namely VII C and VII B, was carried out at SMP Plus Darussalam throughout the 2024–2025 school year. Thirty-six pupils from

one class participated. Both classes have female members. This study is to investigate how students' speaking abilities, such as fluency, pronunciation, vocabulary, and self-confidence, are affected by simulation-based learning, particularly through the use of role-playing and real-life scenario simulations. The results are limited to short-term impacts because the trial only lasted one month. Furthermore, the outcomes of this study were not categorised by gender.

1.6 Definition of Terms

The researcher explains some explanations of the important terminology used in this study to prevent misunderstandings and misinterpretations. They are as follows:

1.6.1 Teaching method

A teaching method refers to the techniques or strategies used by teachers to deliver lessons effectively to students. According to (Wilhelm et al., 2019), teaching methods are most effective when they align with the specific needs of the students. This is supported by Bogador et al. (2024), who emphasize that each student interprets and responds to questions in a unique way.

In general, a successful teaching approach is one that can be adapted to the characteristics, learning styles, and needs of individual students. By acknowledging that every learner processes and reacts to information differently, teachers can create more meaningful, engaging, and relevant learning experiences. This adaptability not only enhances students' understanding but also encourages active participation and improves overall learning outcomes.

1.6.2 Speaking Skill

Speaking ability refers to the capacity to express thoughts, ideas, and feelings through words in real-life communication situations (Masuram & Sripada, 2020a). In this research, the focus is on students' ability to communicate orally in English (Masuram & Sripada, 2020a).

In general, a successful teaching approach is one that can be adapted to the characteristics and needs of the students. By recognizing that every student processes and

responds to information differently, teachers can design more meaningful, engaging, and relevant learning experiences for all learners. This personalized approach not only improves understanding but also encourages active participation and confidence in using the language.

1.6.3 Simulation-Based Learning (SBL)

Simulation-Based Learning (SBL) is a learning method that utilizes simulation or imitation to replicate real-life situations with the aim of developing students' skills, knowledge, and decision-making abilities (Rosário & Raimundo, 2024b). According to Pourgharib (2019), simulation involves activities in which students imitate real-world events as if they were occurring in actual settings(Siregar, 2022).

Simulations are considered effective learning tools because they provide students with practical experience and the ability to solve real-world problems. Furthermore, simulations promote active student participation and deepen their understanding of the subject matter by creating an engaging and interactive learning environment.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Speaking skill

Speaking is an interactive process of constructing and sharing meaning through both verbal and non-verbal symbols. It involves linguistic, cognitive, and social dimensions that are essential for effective communication (Daulay, 2021). The use of language plays a vital role in our daily lives. According to (Alejandro, 2024), language is necessary to connect with others, express thoughts and feelings, understand abstract and complex ideas, fulfill needs and desires, and maintain social customs.

Today, English has become one of the most important means of communication. (Ferrucci et al., 2020) further explain that communication is the act of transmitting ideas to a person, group, or audience. As a global language, English holds a significant role in international interaction; thus, it is crucial for students to master it. In this regard, (Lee & Drajati, 2019) state that students are willing to learn English in order to enhance their ability to communicate in various situations.

Among the four English language skills, speaking is one of the most essential. Speaking is a productive skill that allows individuals to produce speech in order to interact with others, convey ideas, and share information and meaning. (Rizki & Noviyenty, 2024) emphasize that speaking is one of the most important skills to be taught in English language education. This is supported by (Nguyen Van Huy et al., 2024), who also highlights the significance of speaking skills in developing students' overall English proficiency.

2.2.1 The Components of Speaking Skill.

In speaking skills, there are several main components that need to be considered. According to

Sapna, (Vashchenko, 2025), these components include pronunciation, grammar, vocabulary, fluency, comprehensibility, and accuracy. By paying attention to these aspects, individuals can strengthen their speaking abilities, enabling them to communicate more effectively and smoothly in everyday life. Students can also identify their strengths and weaknesses in speaking by focusing on these components. For example, improving pronunciation can enhance clarity and make it easier for listeners to understand the speaker. Likewise, having a good understanding of grammar ensures that sentences are well-structured, which helps make the message more coherent and meaningful.

Pronunciation refers to the sounds produced when speaking to others. Based on Yuzawa's perspective, pronunciation instruction plays a vital role in helping students pronounce English words effectively (Yokomoto et al., 2021). This highlights that pronunciation is an important component in English learning and must be taught properly. Effective pronunciation instruction enhances students' overall communication abilities, which is essential in language learning.

Vocabulary also plays a key role in speaking skills. In learning English as a foreign language, vocabulary refers to the set of words a person knows and uses. According to (Lestari, 2024), teachers need to have strong vocabulary knowledge and use interesting activities in the classroom to help students improve their vocabulary. A good mastery of vocabulary allows students to express themselves more effectively and understand others better. Therefore, it is important for teachers to create an engaging learning environment that supports vocabulary development.

Grammar refers to the rules that govern word formation and sentence structure. When a speaker wants to express the time or nature of an action, they must use correct grammatical tenses to ensure (Listia & Febriyanti, 2020). This shows that grammar, particularly the use of tenses, is essential in learning a language. Accurate grammar enables speakers to communicate clearly and avoid misunderstandings. Thus, effective grammar instruction is crucial to support students in developing

both their speaking and writing skills.

Fluency and accuracy are also important in speaking. Students should aim to speak the target language accurately and fluently. Fluency includes elements such as rhythm, speed, coherence, and the ability to adapt language according to different situations. Rather than frequently interrupting students to correct mistakes, teachers should prioritize exercises that promote fluency, acknowledging that making mistakes is a natural part of the learning process (Lestari, 2024). This approach helps students become more confident and expressive when speaking. A supportive classroom environment will encourage students to practice speaking without fear, which is important for building both fluency and self-confidence in using the target language.

2.3.1 Factors that Influence Speaking Skill

Various factors influence students' speaking skills, including individual factors, environmental factors, and parental support (Minda, 2023). These elements play a significant role in shaping students' communication abilities. For instance, parental support is essential because it can boost students' self-confidence and motivate them to practice speaking more actively. Individual factors include personality traits, motivation, and prior language experiences, while environmental factors involve classroom interactions, the learning atmosphere, and access to learning resources. It is believed that students' speaking abilities will improve when they understand and apply these three key components. In addition to vocabulary and grammar proficiency, these external and internal influences significantly affect students' speaking performance. Thus, understanding these contributing factors is crucial for supporting the development of students' speaking skills.

One of the most common challenges students face in speaking is a limited vocabulary, which hinders their ability to express ideas effectively. A rich and diverse vocabulary is essential for clear and meaningful communication during speaking activities (Nargiza, 2024). According to (Quines, 2023), students' understanding and use of vocabulary—both orally and in writing determine the accuracy and impact of their message. Therefore,

improving vocabulary is critical to help students deliver messages more precisely and effectively.

Another frequent issue encountered by students is poor pronunciation, which affects the clarity of their speech and often makes it difficult for listeners to understand them. Proper pronunciation is a crucial element of effective speaking (Srakaew, 2021). Students must understand the basic rules of English phonology, such as stress, intonation, and sound articulation, to improve their pronunciation (Wardana et al., 2022). Accurate pronunciation becomes even more important in spontaneous speech situations, where there is limited time to recall words or structures. Therefore, consistent practice in pronunciation is essential for developing fluency and intelligibility in spoken English.

Grammatical errors also represent a significant barrier to effective speaking. Students who struggle with grammar often find it difficult to construct correct sentences, which negatively affects their overall speaking performance (Puspandari, 2020). These errors can impact clarity, reduce fluency, lower confidence, affect how the audience perceives the speaker, and increase cognitive effort during communication. To overcome these challenges, it is essential for students to strengthen their grammatical knowledge and regularly practice using correct sentence structures in spoken interactions. This will lead to more accurate and confident communication and improve their overall ability to express ideas effectively.

a. Non-Linguistic Factors
    1) A lack of confidence was a major obstacle for many students. Those who felt insecure about their speaking abilities were less likely to engage actively in speaking activities.
    2) Anxiety during speaking tasks was reported by many students, which negatively impacted their performance. High levels of anxiety can lead to hesitation and reduced fluency
    3) Topical Knowledge, Familiarity with the topic being discussed significantly influenced students' speaking performance. Students who had a good

understanding of the subject felt more comfortable and were able to articulate their thoughts more clearly

2.4.1 Measuring of Students' Speaking Skill

Brown's suggested speech proficiency rating categories (Cox et al., 2023) will be used as the success indicators in this research. By applying Brown's assessment criteria, the study aims to provide valuable insights into the development of students' speaking skills and contribute to the design of more effective teaching strategies (Apriyanti et al., 2024).

Brown oral proficiency scoring categories proposal by H. Douglas

Table 2. 1 Brown Oral Proficiency Scoring Categories

Score	Aspects				
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Although the speaker frequently makes grammatical mistakes, a native speaker accustomed to interacting with foreigners can understand them.	Using language that is insufficient to convey anything beyond the most basic necessities.	Within the limits of his extremely limited language knowledge, may understand simple queries and assertions if provided with slowed speech, repetition or paraphrase.	no specific fluency description. To determine the implied level of fluency, consult the other four language categories.	Although pronunciation mistakes are common, a native speaker accustomed to dealing with foreigners trying to speak his language may understand them.

2	can typically handle simple constructions rather accurately, but lacks thorough or assured command of grammar.	There is enough vocabulary to express yourself in a few statements without words.	can understand the gist of conversations on most non-technical topics. (e.g., topics that do not require specialized knowledge)	Can handle with confidence but not with ease most social situations include current events and work, family and autobiographical information, and informal conversation.	lthough frequently fairly flawed, the accent is understandable
3	Grammar is well controlled. Able to speak the language with sufficient structural accuracy.	able to communicate in the language and possess a large enough vocabulary to take part	at a typical speaking tempo, comprehension is fairly thorough.	ability to talk about certain areas of expertise with ease.	Errors rarely disrupt the natural speaker and never impede comprehension. The accent might be blatantly alien.

	Participate effectively in most formal and informal conversations on practical, social, and professional topics.	effective in most formal and informal conversations on practical, social, and professional topics. His vocabulary is wide enough that he rarely has to fumble for words.		Rarely has to grope for words.	
4	the capacity to use language correctly at all levels, which is typically necessary for professional purposes. Grammatical mistakes are not common.	Can understand and engage in any discourse within his experience range, with a high level of vocabulary precision.	Can understand any conversation within the scope of his expertise.	capable of using the language fluently at all levels typically required for professional purposes. Can participate in any discourse within the scope of this experience with great fluency.	Errors in pronunciation are extremely rare.

5	comparable to that of a native speaker with education.	Well-educated native speakers embrace speech at all levels in all of its facets, including colloquialism, idioms, and relevant cultural allusions.	Comparable to that of a native speaker with education.	possesses full proficiency in the language, allowing educated native speakers to fully understand his discourse.	Equal to and completely accepted by native speakers with formal education.

2.2 Teaching Speaking

Speaking is one of the essential skills in English as a Foreign Language (EFL) education. As observed by (Mislawiyadi, 2023), effective speaking instruction should emphasize communicative and collaborative language use, where students are actively engaged in meaningful and authentic activities. Therefore, teachers should create a supportive learning environment that encourages students to confidently participate in using the target language. One effective method for promoting speaking is group discussion. In this activity, students engage in collaborative conversations to reach conclusions or solve problems. According to (Al-Husban, 2020), purposeful discussions can enhance students' critical thinking and speaking abilities. However, it is important for the teacher to ensure that the discussion remains on topic and that all group members are motivated to actively participate. Another useful method is role play, where students act out specific social roles in simulated situations. (Santoso & Prasetyo, 2024) explains that role play allows students to develop communication skills in a realistic context and increases their confidence to speak. By using scenarios relevant to students' experiences, teachers can make role plays more engaging and meaningful.

Simulation is a more complex instructional strategy that closely mimics real-world situations. Through the use of props and contextual aids, students can experience authentic communicative scenarios. (Camino Cordero, 2024) argues that simulations can increase students' motivation and provide realistic speaking practice. However, teachers need to carefully plan simulations to align with learning objectives and students' proficiency levels.

Information gap activities are also effective in improving speaking skills. These activities require students to work in pairs and exchange information to complete a task. (García Alban, 2024) states that information gap tasks foster active communication and effective use of the target language, thereby improving students' fluency and accuracy. Another technique is brainstorming, where students are encouraged to generate as many ideas as possible within a given time frame without fear of criticism. According to (García Alban, 2024) brainstorming can enhance creativity and foster divergent thinking. To ensure productive sessions, teachers should set clear guidelines and goals.

Storytelling is another powerful method for teaching speaking. Students may invent their own stories or retell ones they have heard. (Yánez Valle, 2019) asserts that storytelling helps students develop narrative competence and improve their ability to organize ideas logically and coherently. Teachers can encourage both personal and imaginative storytelling as part of speaking practice.

Interview activities can also be beneficial. Students conduct interviews with their peers or other individuals on specific topics. (Idham et al., 2024) notes that interviews develop questioning and answering skills while also improving students' interactive speaking abilities. Teachers should provide students with guidance and sample questions to support this activity.

Reporting tasks involve students reading news articles or texts and then summarizing or reporting the information to their classmates. According to (Setyo, 2020) such exercises help students develop the ability to present information clearly and logically. This practice also enhances their verbal expression and organizational skills.

Card-based speaking games provide another engaging approach. In this method, students use cards to act out scenarios or take on specific roles. (Bilak & Henrietta, 2024) highlights that playing cards can make speaking practice more enjoyable and interactive. However, teachers must ensure the card content matches the students' proficiency level and learning objectives.

Picture narration is also effective for developing speaking skills. Students tell a story based on a sequence of images. (Zhussupova & Shadiev, 2023) emphasizes that this technique supports the development of narrative structure and descriptive language. Teachers can use this method to encourage story development and coherence in students' speech.

2.2.1. Principles of Teaching Speaking

The principles of teaching speaking are fundamental guidelines that educators must follow when designing and structuring speaking lessons to optimize learning outcomes. These principles aim to enhance learners' speaking abilities through intentional, contextual, and engaging practices. According to (Mart, 2019) effective speaking instruction should balance language accuracy with meaning-based communication and fluency to accommodate students' diverse learning needs. The successful development of speaking skills requires

attention not only to linguistic structures but also to the dynamics of classroom interaction.

First, teachers should employ motivational instructional methods to encourage student engagement. When teaching methods are enjoyable and interactive, students are more likely to participate actively in classroom activities. (Mayordomo-Ortiz & Javadinejad, 2024) noted that using techniques such as games, simulations, and role plays can significantly enhance students' speaking performance and reduce the anxiety often associated with speaking tasks. Therefore, teachers must create activities that promote active participation, making the learning process more dynamic and less monotonous.

Second, using language in meaningful contexts is essential for making learning more relevant and impactful. When students recognize that the language they are learning connects directly to real-life situations, their motivation to develop speaking skills increases. (Jendli & Albarakati, 2024) argues that meaningful communicative tasks offer the greatest potential to foster students' motivation and improve their ability to express ideas fluently in various contexts. Accordingly, teachers should design speaking activities that are relevant to students' daily experiences and current events.

Third, timely feedback and correction play a critical role in the process of learning to speak. Constructive feedback helps students identify and correct errors, thereby increasing their language awareness. (Elendu et al., 2024) emphasize that high-quality feedback encourages learners to reflect on their mistakes without fear or embarrassment, thus fostering continuous improvement. However, teachers should provide corrections in a way that supports fluency, ensuring that students remain motivated to speak and are not discouraged by overcorrection.

Fourth, speaking and listening should be practiced simultaneously, as they are integral components of communication. (Masuram & Sripada, 2020b) describes speaking as a two-way process in which individuals must not only express themselves but also comprehend and respond appropriately. Therefore, teachers should also

focus on developing students' listening skills to ensure effective and reciprocal communication.

Fifth, students should be given frequent opportunities to contribute to class discussions. Regular practice builds students' confidence and makes speaking more natural over time. (Loewen, 2020) assert that student language output is crucial for second language acquisition. As such, teachers should incorporate various interactive formats such as discussions, question-and-answer sessions, presentations, and pair or group work to facilitate active student participation.

Sixth, teachers must design learning processes that allow students to gradually develop their speaking abilities. These processes may include pair work, the use of visual aids, conversational models, and scaffolded activities. (Ekpelezie, 2024) affirm that individualized support tailored to students' specific needs helps them build confidence and develop spontaneous speaking skills. Given that each student has unique learning preferences, a responsive and flexible approach is essential for maximizing their speaking potential.

2.3 Simulation Based Learning

2.3.1. Definition and Characteristics

Simulation-Based Learning (SBL) is an instructional method that enables students to engage with simulated environments or scenarios to enhance their learning experience. It offers an immersive, interactive, and experiential platform for developing speaking skills (Soto et al., 2020). SBL is a pedagogical approach in which learners participate in activities designed to replicate real-life situations within a controlled environment (Rosário & Raimundo, 2024a). While simulations aim to mirror authentic situations, role-playing within these simulations allows participants to assume and experience roles that reflect everyday characters and interactions (Hunsaker, 2020). In fact, simulations often incorporate elements of role-play to enrich the learning process (Bring & Lyon, 2019). Clearly, this method fosters meaningful social interactions and relationships among participants.

SBL emphasizes interactive and experiential learning, enabling students to solve problems, practice skills, and make decisions in risk-free scenarios. This safe

environment encourages learners to explore and engage without fear of failure or real-world consequences. To ensure the effectiveness of simulation-based learning, it is crucial to create learning environments and scenarios that are aligned with the intended simulation activities (Elendu et al., 2024). Such alignment ensures that students understand the relevance of the tasks, which, in turn, promotes active participation. Moreover, integrating real-world problems into simulations can increase student engagement and stimulate critical thinking.

Simulation-based learning has proven to be an effective strategy in language instruction, particularly in enhancing students' oral proficiency. This approach bridges the gap between classroom learning and real-life communication by placing learners in lifelike speaking situations. The following are some key advantages of simulation-based learning that contribute to its effectiveness in language acquisition:

1) Realism

   Simulations are designed to closely replicate real-world tasks or situations, offering learners authentic contexts in which to use the target language (van Merriënboer, 2023). As such, simulations function as an effective tool in language learning by providing realistic and meaningful opportunities for students to practice and develop their language skills in relevant, real-life scenarios.

2) Active Participation

   Learners are actively involved in the learning process, which fosters greater engagement and motivation (Malecka & Boud, 2023). Overall, active student participation is essential in creating an effective and meaningful learning experience. By encouraging students to engage fully, teachers can enhance motivation, deepen understanding, and support the development of essential skills needed for future success.

3) Iterative Learning

   Simulations allow for repeated practice and the refinement of skills through trial and error (Elendu et al., 2024). In this context, active student engagement plays a vital role in creating an effective learning

experience. By encouraging active participation, teachers can boost students' motivation, deepen their understanding, and support the development of essential skills for future success.

In summary, simulations enhance the learning process by offering a realistic, interactive, and iterative approach that allows learners to improve their skills through continuous practice and experiential learning.

2.3.2. Benefits of Simulation-Based Learning

Here are several benefits of Simulation-Based Learning, especially in the context of improving students' English Speaking skills

1) Enhanced Engagement

Simulations create an engaging and interactive learning environment, reducing boredom and fostering motivation (Preuß, 2021). Overall, simulation is an effective tool for increasing student engagement in the learning process. By providing an interactive and dynamic setting, simulations help students become more motivated and active participants in learning.

2) Safe Environment for Practice

Simulations offer learners a safe space to experiment and make mistakes without fear of real-world consequences, thereby encouraging risk-taking and creativity (Lateef, 2020) .Creating a secure learning environment is essential for promoting exploration and innovation. When students are allowed to make mistakes and learn from them, they can develop the confidence and skills necessary to succeed in real-life situations.

3) Real-Life Relevance

Simulations provide opportunities to apply theoretical knowledge in practical, real-world scenarios. This enhances the transfer of learning by allowing students to experience how their knowledge is used in authentic contexts.

4) Skill Integration

Simulation-Based Learning (SBL) integrates cognitive, technical, and interpersonal skills, offering a holistic approach to skill development. This integration supports learners in developing a broad range of competencies essential for real-world communication and problem-solving.

5) Feedback-Driven Improvement

Learners receive immediate, actionable feedback that helps them identify strengths and areas for growth. This continuous feedback loop promotes ongoing improvement and supports more effective learning outcomes.

6) Experiential Learning

SBL promotes experiential learning through cycles of experience, reflection, and application, making it particularly suitable for skill development (Alharbi et al., 2024). Students actively engage with learning content, reflect on their performance, and apply what they have learned in new situations.

7) Sociocultural Theory

This theory emphasizes the importance of social interaction and cultural context in learning. Simulation-based learning supports this theory by replicating the social and cultural dynamics of real-life situations, allowing students to learn in a contextually meaningful environment (Zenios, 2020).

8) Constructivist Theory

According to the constructivist perspective (Lombardi et al., 2021), learners actively construct knowledge through participation in meaningful tasks. Simulation-Based Learning aligns well with this principle by encouraging active participation, contextual learning, reflection, and collaboration (Rosário & Raimundo, 2024b). This makes SBL an effective method for fostering holistic understanding and skill development.

2.3.3. Implementation framework for simulation learning

Simulation-Based Learning (SBL) is a method used in English speaking instruction that provides an alternative approach to developing students' speaking skills by engaging them in situations that closely resemble real-life contexts (Camino Cordero, 2024). By immersing students in realistic scenarios, this method not only enhances their speaking proficiency but also fosters critical thinking and problem-solving skills—both of which are essential for effective communication.

The following are the steps of the simulation-based learning activities that will be implemented in the classroom:

Table 2. 2 Implementation Framework for Simulation Learning

no	steps	Activity description	Objectives
1	Determining Goals and Topics	The teacher sets speaking goals and chooses topics that are relevant to students' lives	To keep the simulation relevant and focused on the targeted skills.
2	Prepare the Scenario	The teacher prepares real situations or scenarios, such as "ordering food" or "meeting tourism."	Provides real context for language use.
3	Dividing Roles and Explaining Tasks	Students are divided into groups/pairs, then given clear roles and instructions.	So that students are ready to run simulations with the roles they play.
4	Providing	The teacher or	Provides a

	Examples (Modeling)	student displays a short simulation example as a reference.	real picture of how to do the simulation.
5	Simulation Exercise (Practice)	Students do simulations in pairs or groups according to their roles.	Provides an opportunity to practice speaking in real situations.
6	Observation and Feedback	Teachers observe student performance and provide correction/praise after activities	Help students identify strengths and areas for improvement.
7	Reflection and Evaluation Students	reflect on their experiences, and teachers achieve accomplishments	Increase student self-awareness and measure learning effectiveness.
8	Repetition and Reinforcement	The simulation is repeated with variations of other topics/scenarios in the next meeting.	Strengthening speaking skills through

2.3.4. Challenges in Implementing SBL

Simulation-Based Learning (SBL) offers numerous benefits for enhancing students' speaking skills. However, its implementation in the classroom presents several challenges. These obstacles may stem from various factors such as teacher preparedness, student engagement, resource availability, and the overall classroom environment (Salman et al., 2024). Understanding these

issues is essential to optimizing the effectiveness of SBL and ensuring successful learning outcomes.

1) Resource Demands

Designing realistic and meaningful simulations requires considerable time, effort, and often financial investment. Schools may face limitations in terms of materials, space, or technological tools necessary to support high-quality simulations.

2) Instructor Expertise

Teachers must be equipped with the necessary training to effectively design, facilitate, and provide constructive feedback during simulation activities (Elendu et al., 2024). Professional development is essential to help educators create engaging, authentic scenarios that foster critical thinking and problem-solving skills in students.

3) Learner Readiness

Some students may struggle to fully engage in simulation-based activities, especially if they are unfamiliar with this method. Guidance and scaffolding are often needed to help students adapt, understand expectations, and maximize their participation.

In conclusion, while SBL presents significant opportunities for improving students' speaking abilities, it also faces challenges related to resources, instructor preparation, and student adaptability. Therefore, addressing these challenges through careful planning, adequate training, and continuous support is crucial to maximizing the effectiveness of simulation-based learning in the classroom.

2.4 Previous study

Table 2. 3 Previous Study

1	Enon Sartika Situmeang	THE EFFECT OF SIMULATION TECHNIQUE ON STUDENTS' SPEAKING ABILITY (A Study at The Ninth Grade of SMP Negeri 2 Angkola Selatan in 2020/2021 Academic Year)	To investigate the use of simulation techniques, students' speaking ability before and after using simulation techniques, and the significance of simulation techniques on the speaking ability of grade IX students at SMP Negeri 2	Experiment method with all 123 students from Grade IX SMP Negeri 2 Angkola Selatan. A total of 30 students were sampled via purposive sampling. Uji t is used to analyze data	The usage of simulation techniques has a considerable influence on the speaking ability of grade IX students at SMP Negeri 2 Angkola Selatan in the 2020/2021 academic year, with a t-count value of 12.85 and a t-table of 2.04.	Concentrate on simulation approaches and pupils' speaking abilities.	Only using general simulation techniques, without a specific approach to learning. - it does not compare other methods.

2	Muhammad Iqbal, Taufiqurrahman, Muhammad Nurhadi	The Effect of PhET Simulation-Assisted Project-Based Learning Model on Students' Creative Thinking Skills in Elasticity Material (2023) https://doi.org/10.29303/jppipa.v9i5.3695 journal of Science Universitas Mataram	To ascertain the impact of PhET simulation-assisted project-based learning models on students' capacity for original thought in material elasticity	Pre-test post-test control design in an experimental setting. With samples of class XI IPA II as the experimental class and class XI IPA I as the control class, each with 31 students, the population consists of all students in class XI IPA SMAN 1 Wanasaba. Purposive sampling is the method of sampling that is employed.	The project-based learning methodology, aided by PhET simulation, has a substantial impact on strengthening students' creative thinking skills with elasticity materials	Using simulation as a learning tool to help students improve their skills.	Focus on physics subjects with elasticity material and using PhET simulation, while your research focuses on students' speaking skills with simulation-based learning strategies.

3	Nurul Fitria, Moh. Kelvin Rikza Aziizi, Totok Hardoyo, Bambang Supriadi, Alex Harijanto, Moh. Rifqi Junaidi.	The Use of PhET Simulation to Improve Science Learning Activities and Outcomes on the Material of Work and Energy at SMP Islam Panggul (2023) https://doi.org/10.37478/optika.v7i2.3394 OPTIKA: Journal of Physics Education Universitas Flores Simulation-	Using PhET Simulation to improve student engagement and science learning results for work and energy materials at SMP Islam Panggul.	Experimental method.	The application of PhET Simulation improves student engagement and learning results in work and energy materials.	Using simulation as a teaching technique to help students improve their skills.	Concentrate on physics subjects with work and energy materials, while your research focuses on students' speaking abilities using simulation-based learning methodologies.

4	Chernikova, O., Heitzmann, N., Stadler,M ., Holzberger, , Seidel, T.,& Fischer, F. Tahun 2022	Based Learning in Higher Education: A Meta-Analysis. https://doi.org/10.3102/0034654320933544 On the	Using meta-analysis to investigate how effective simulation-based learning is in higher education Meta- analysis, quantity	Meta- analysis, Quantity Data Collection Methods: Gathering and evaluating studies that satisfy the requirements for inclusion	Student learning results are greatly enhanced by simulation-based learning, particularly when it comes to the transfer of complex skills and knowledge.	This study iscomparable to the study "The Effect of Using Simulation-Based Learning Strategies," specifically in terms of using simulation-based learning strategies to increase student skills. What is intriguing is the effectiveness of simulation in teaching and	This study focuses on higher education and uses meta-analysis to combine multiple studies, whereas your research is more targeted to the development of speaking skills in junior high school students

5	Boyajian, W.L., Clausen, J., Trenkwalder, L.M. *et al*	convergence of projective-simulation–based reinforcement learning in Markov decision processes (2020). *Quantum Machine Intelligence*, Volume 2, Artikel nomor 13 https://doi.org/10.1007/s42484-020-00023-9	Proves that one version of a projective simulation model, conceived as a reinforcement learning approach, converges to optimal behaviorists in a large class of Markov decision processes	Research Type: Theoretical Analysis Data: No empirical, in this study; it is theoretical. Data sources include existing literature. Data Collection Procedure: Literature research and mathematical model development Informants: None; the study did not include human participants. techniques include	Projective simulation models converge to optimal behavior in a vast class of Markov decision processes, indicating that physically inspired approaches to reinforcement learning can be assured to converge.	developing skills. This study is similar to the study on the Effect of Using Simulation-Based Learning in the usage of simulation-based learning methodologies. Both emphasize how simulation can increase learning outcomes, including decision-making and	This work is theoretical, taking a mathematical approach to reinforcement learning, whereas your research is applied, looking at the direct effects of simulation-based tactics on junior high students' speaking skills.

				mathematical proof and theoretical research.		students' speaking skills.	

2.5 Conceptual framework

variables involved in the study

a. Simulation-Based Learning Strategies (X1)**:** This is an independent variable that will be tested for its influence on improving students' speaking skills
b. Conventional Method (X2)**:** This is another independent variable used as a comparison to measure its effectiveness in improving students' speaking skills.
c. Students' Speaking Skills (Y)**:** This is the dependent variable measured to determine the extent to which students' speaking skills improve after implementing both learning strategies.

This conceptual framework will explain the relationship between the variables involved in the research

1) Simulation-Based Learning Strategies (X1) → Application in Learning Activities → Students' Speaking Skills (Y)
2) Conventional Method (X2) → Application in Learning Activities → Students' Speaking Skills (Y)
3) Pre-Test & Post-Test → Speaking Performance Assessment → Data Analysis (Comparing X1 & X2 Results) → Conclusion on the Most Effective Method

Process Explanation

a. The first step, research, administers pre-test for both classes (experimental and control) and record their score. This pre-test will be conducted before the treatment.
b. The step to apply experimental treatment. Research applies both simulation- based learning strategies and the conventional method in teaching students.
c. Research administration post-test to both experimental and control class and record it. the test is identical to pre-test.
d. The final step involves Data Analysis and Evaluation**,** comparing the effectiveness of both methods to determine which one enhances students' speaking skills more effectively.

2.6 Hypothesis

The author develops the following two hypotheses in light of the aforementioned assumptions:

H_0: (Null Hypothesis): Simulation-based learning strategies do not have a significant effect on improving students' speaking skills at SMP Plus Darussalam.

H_1: (Alternative Hypothesis): Simulation-based learning strategies have a positive effect on improving students' speaking skills at SMP Plus Darussalam.

CHAPTER III
RESEARCH METHOD

3.1 Research Design

This research is quantitative in nature and employs a quasi-experimental approach. Quantitative research aims to test theories or hypotheses by systematically collecting and analyzing numerical data (Ghanad, 2023). This design typically involves at least two groups: an experimental group and a control group. A pre-test is administered before the treatment, and a post-test is conducted afterward to assess the effectiveness of the intervention. The success of the treatment is measured by comparing the post-test scores of both groups.

This study involves two variables:

1) Independent variable (X): the use of simulation-based learning strategies.
2) Dependent variable (Y): students' speaking skills.

The researchers applied a quasi-experimental design to investigate the effect of simulation-based learning strategies on students' speaking skills by comparing the results of the pre-test and post-test (Camino Cordero, 2024). In this approach, random assignment is not possible, as the participants in both the experimental and control groups are pre-existing classroom groups selected by the school. Therefore, the researcher does not have full control over group allocation.

Table 3. 1 Research Design

Class	Pre-test	Treatment	Post-test
Control	X_1	-	X_2
Experiment	Y_1	T	Y_2

3.2 Time and Place of Research

This research was conducted at SMP Plus Darussalam, Banyuwangi Regency, precisely at Jl. Pd. Darussalam Islamic Boarding School No.21, Blokagung, Karangdoro, Kec. Tegalsari, Banyuwangi Regency, East Java, postal code 68485. on grade 1 students of the even semester of the 2024/2025 academic year. The research time is planned for one month, namely may 2025.

Overall, this study uses a quasi-experimental design with pre-test and post-test methods in the control and experimental groups, as well as cluster random sampling techniques for sample selection.

Table 3. 2 The Schedule of the Action Research

NO	Type of activity	NOV	DES	JAN	MAR	MAY	JUN	JUL
1	Writing reseach proposals	✔						
2	Contructing reseach instrument		✔					
3	Seminar proposals				✔			
4	Conducting research					✔		
5	Data analysis						✔	
6	Thesis examination							✔

3.3 Population and Research Sample

3.3.1 Population Description

The population of this study consisted of all seventh-grade students at SMP Plus Darussalam who are currently learning English as a subject. Specifically, this includes students from classes VII B and VII C who take English lessons.

3.3.2 Sample Description

The subjects of this research are seventh-grade students from classes VII A and VII B at SMP Plus Darussalam. The sample consists of two groups: Experimental Group: Students who will be taught using simulation-based learning strategies. Control Group: Students who will be taught using conventional learning methods.

3.4 Sampling Technique

The sampling technique used in this study was cluster random sampling. The researcher selected two classes, namely class VII B and class VII C of SMP Plus Darussalam. Cluster random sampling (also known as group random sampling) is a technique in which the population is divided into several homogeneous groups or clusters. Then, a number of these clusters are randomly selected to serve as the research sample. All members within the selected clusters are included as research respondents.

3.5 Research Variable

3.5.1. Independent Variable (X)

Simulation-Based Learning Strategy refers to a teaching approach that incorporates simulation activities such as role plays, scenario-based tasks, and real-life speaking situations to engage students in active language use. In this study, the simulation-based learning strategy will be applied to the experimental class as a treatment in order to examine its effect on students' speaking skills.

3.5.2. Dependent Variable (Y)

Student Speaking skills this is intended as the students' ability to express themselves orally in English, including aspects such as fluency, pronunciation, vocabulary, grammar, and coherence. Improvements in speaking will be measured and compared between the experimental class (receiving simulation-based learning strategies) and the control class (not receiving treatment).

3.6 Data Validity and Reliability

Data validity and reliability are crucial components in ensuring the quality and credibility of research findings.

3.6.1. Data Validity

To ensure that the instruments used in this study accurately and appropriately measured students' speaking abilities, content validity testing was conducted. The validity of the test was confirmed through expert judgment, specifically by an English teacher at SMP Plus Darussalam who has experience in teaching speaking skills. The validated instruments included: (1) pre-test and post-test speaking questions, and (2) a speaking

assessment rubric covering pronunciation, fluency, vocabulary, grammar, and comprehension.

The subject teacher was asked to complete an instrument validation sheet prepared by the researcher. This sheet evaluated several aspects, such as alignment with learning objectives, clarity of language, appropriateness for students' proficiency levels, relevance of topics, and completeness of the assessment rubric.

3.6.2. Data Reliability

Reliability refers to the consistency of a data collection instrument over time. To ensure reliability in this study, the following strategies will be employed:

In this study, the researcher assessed students' speaking skills using a speaking assessment rubric. The rubric was carefully designed to cover several important aspects of speaking skills, including pronunciation, vocabulary, fluency, grammar, and comprehension.

The use of this clear and structured rubric was intended to ensure that there were no obstacles to the reliability of the assessment results, even though it involved only one assessor, namely the researcher himself. By using standard assessment criteria, in this case, the researcher sought to assess students objectively and consistently across individuals.

Due to the limited number of assessors, statistical reliability testing (inter-rater reliability) was not conducted. Nevertheless, the researcher maintained the reliability of the instrument by using a systematic and repetitive rubric and assessment procedure.

By implementing these strategies, the study aims to ensure that the data collected is both valid and reliable, thereby enhancing the credibility of the research findings.

3.7 Data and Data Sources

Pre-test and post-test are important components of the research design in this study. Both are used to measure the speaking proficiency of grade VII students at SMP Plus Darussalam before and after implementing the simulation-based learning method in improving students' speaking skills.

3.7.1 Pre-Test:

Before the instructional intervention, both the experimental group (students taught using the simulation-based learning strategy) and the control group (students taught using the traditional method) took a pre-test. This test aimed to establish a baseline measurement of the students' speaking proficiency.

3.7.2 Post-Test

After the instructional period, a post-test was administered to both groups. The post-test will assess any changes in speaking proficiency that may have occurred as a result of the teaching method used. To find out if there is a substantial difference in the two groups' speaking abilities, the pre-test and post-test scores will be compared.

Data sources include academic documents, reports, and existing literature that provide context and support for the research findings. This study will also refer to previous research and theoretical frameworks to enhance the validity of the study

3.8 Data Collection Technique

To collect accurate and relevant data for this study, several systematic techniques were used to assess the impact of simulation-based learning strategies on students' speaking abilities. The data collection procedures are as follows:

3.8.1. Pre-test

Both the experimental and control classes took a pre-test prior to the start of the treatment. Assessing the students' initial speaking proficiency and creating a baseline for comparison with the outcomes of the post-test were the goals of the pre-test. A speaking exercise pertaining to giving and receiving directions was used to assess each student separately. A standard speaking rubric covering vocabulary, grammar, fluency, and pronunciation was used to evaluate their performance.

3.8.2. Implementing the treatment

The experimental group was taught using simulation-based learning strategies that included real-world speaking simulations such as role-playing and interactive exercises. In this case, the treatment was given in two sessions, with carefully planned teaching materials, visual media (such as map images or directly taking examples of directions around the school), and student's centered speaking activities.

Meanwhile, the control group received conventional instruction using traditional teaching methods and without simulation. The second group taught the same topic but with a different approach to determine the effectiveness of the simulation strategy.

3.8.3. Post-Test

Following the treatment phase, a post-test was administered with the same format and speaking rubric as the pre-test. This was done to assess the improvement in students' speaking performance following the intervention. The comparison of pre-test and post-test scores helped to determine the effect of simulation-based learning on students' speaking abilities.

3.8.4. Speaking Rubric and Scoring

A standardized speaking rubric was used as the main scoring instrument for both pre-test and post-test. The rubric consisted of four criteria: pronunciation, fluency, grammar, vocabulary and interaction. Each aspect was scored on a scale from 1 to 4. This scoring method ensured that the assessment was objective, measurable, and consistent.

3.8.5. Documentation

All data, including test results, rubrics, observation sheets, and lesson plans, were meticulously documented. This documentation helps to ensure the study's transparency, data validity, and replicability.

3.9 Data Analysis Techniques

To determine the impact of the implementation of simulation-based learning strategies on improving the speaking skills of seventh-grade students at SMP Plus Darussalam, this

study used quantitative data analysis techniques. Data processing was conducted using SPSS Statistics version 26 for data analysis to explore the impact of basic simulation strategies on the performance of eighth-grade students at SMP Plus. The data collected came from pre-test and post-test samples from the experimental and control groups, ensuring comprehensive data analysis.

3.9.1. Data Entry and Preparation

All students' pre-test and post-test scores were entered into SPSS. The data were organized based on group classifications (experimental or control), and the tests (pre-test or post-test). A thorough verification process was conducted to ensure that the data entry was accurate, without duplication or omission. This initial step is crucial for maintaining data integrity before conducting further statistical analysis.

3.9.2. Descriptive Statistical Analysis

Descriptive statistics were used to give an overview of the students' speaking abilities. Key statistical indicators such as mean, median, mode, standard deviation, minimum, maximum, variance, and range were calculated for each test (pre-test and post-test) in each group. These values shed light on central tendencies and the distribution of students' scores. To improve clarity, the data was presented in both tabular and graphical formats.

This step enabled the researcher to identify any general patterns of improvement or consistency in speaking skill performance before and after treatment.

3.9.3. Normality Testing

Normality test was conducted in order to determine whether the data was normally distributed. The Kolmogorov-Smirnov and Shapiro-Wilk tests were subsequently applied to each set of data (pre-test and post-test) for both groups. The tests helped determine the most appropriate statistical methods of analysis.

1) If the data was determined to be normally distributed, then parametric tests (such as paired and independent t-tests) were carried out.
2) When the data were not normally distributed, non-

parametric tests (Mann-Whitney U Test) were employed.

The normality test was concluded from the significance value (p-value). $p > 0.05$ indicated that the data were normally distributed.

The homogeneity of variance:

Levene's Test for Equality of Variances was used to determine whether the variances in both the control group and the experimental group were statistically equal. The independent sample t-test requires that the test be conducted first.

1) In the event of homogenous variances ($p > 0.05$), equal variances were assumed.
2) Alternatively, unequal variances were handled or a non-parametric technique was used.

Homogeneity testing validated the results of the comparative analyses between the two groups.

3.9.4. Hypothesis testing

The goal of hypothesis testing was to determine whether simulation-based learning approaches influenced students' speaking skills statistically.

1) Within-group comparisons: To monitor the variation in scores pre- and post-treatment for the groups:
   a. Normally distributed data were compared using the Paired Sample t-Test
   b. Non-normally distributed data were tested by the Mann-Whitney U Test.
2) Between-group comparison: To examine differences in post-test results between the experimental and control groups
   a. If the data met the normality and homogeneity assumptions, an Independent Sample t-Test was used.
   b. If those assumptions were not met, the Mann-Whitney U Test was applied.
3) Hypothesis formulation:
   a. H_0 (Null Hypothesis): There is no significant difference between students' speaking abilities

before and after treatment

b. H_1 (Alternative Hypothesis): Students' speaking skills improve significantly following treatment.

A significance value (p-value) of less than 0.05 indicated that the null hypothesis was rejected and the treatment was considered effective.

3.9.5. N-Gain Score Analysis

An N-Gain score analysis was performed to supplement the hypothesis testing and assess the treatment's relative effectiveness. The formula utilised is:

$$N - Gain = \frac{pos\ test - pre\ test}{maximum\ score - pre\ test}$$

The N-Gain score of each student was calculated to determine their individual learning improvement. The scores were then classified as follows. The gain scores were categorized as:

- High: ≥ 0.7
- Medium: 0.3 – 0.69
- Low: < 0.3

This analysis provided a more complete picture of the effectiveness of the simulation-based learning strategy, both statistically and in terms of individual student progress.

interpreting the findings of analysis for determining the impact of simulation-based learning methods on the speaking ability of learners. interpreting the findings of the analysis within the context of learning at SMP Plus Darussalam.

3.9.6. Data Presentation

Present the results of analysis in table and graphical format so that they are easy to comprehend and visualize. Writing an analysis report that includes statistical summaries, normality test results, and hypothesis test results.

CHAPTER IV
FINDING AND DISCUSSION

4.1. Finding

This chapter presents the results of the quantitative data analysis based on the pre-test and post-test scores of students in the experimental and control classes. The data were analyzed using SPSS software and several statistical tests, including the normality test, homogeneity test, Wilcoxon test, N-Gain analysis, and Mann-Whitney test. These analyses were conducted to determine the effectiveness of the treatment administered to the experimental class compared to the control class.

4.1.1 Descriptive Statistics

Picture 4. 1 Descriptive Statistics

		pre test experim	post test experim	pre test control	post test control
N	Valid	36	36	36	36
	Missing	0	0	0	0
Mean		55.42	75.58	57.53	63.89
Std. Error of Mean		1.523	1.827	1.376	1.444
Median		58.50	74.50	57.00	64.50
Mode		60	78	67	61
Std. Deviation		9.138	10.961	8.258	8.661
Variance		83.507	120.136	68.199	75.016
Range		29	40	28	38
Minimum		40	53	41	41
Maximum		69	93	69	79
Sum		1995	2721	2071	2300

1) **Eksperimen class – Pre-test vs Post-test**

Table 4. 1 Experiment Class (pre test vs post test)

Statistik	Pre-test	Post-test
Mean (Rata-rata)	55.42	**75.58**
Median	58.50	74.50
Mode	60	78
Std. Deviation (SD)	9.14	**10.96**
Minimum – Maximum	40 – 69	53 – 93
Range	29	**40**

There was an increase in the average score from 55.42 to 75.58 after the implementation of the simulation-based learning strategy. The variation in scores, as reflected in the range and standard deviation, also increased, indicating that students showed improvement with varying levels of success. These results suggest that the simulation-based learning strategy had a positive impact on students' speaking skills.

2) **Control Class – Pre-test vs Post-test**

Table 4. 2 control Class (pre test vs post

Statistik	Pre-test	Post-test
Mean (Rata-rata)	57.53	**63.89**
Median	57.00	64.50
Mode	67	61
Std. Deviation (SD)	8.26	**8.66**
Minimum – Maximum	41 – 69	41 – 79
Range	28	**38**

The mean score increased from 57.53 to 63.89, although the improvement was not as substantial as that observed in the experimental class. This indicates that while traditional teaching methods may still be beneficial, they are less effective compared to the simulation-based learning

strategy. Additionally, although not significant, there was a slight increase in the range and standard deviation, suggesting some variability in students' progress.

3) Comparison of Experimental vs. Control Classes (Post-test)

Table 4. 3 Comparison of exp vs control class)

Statistik	Eksperimen	Kontrol
Mean	**75.58**	63.89
Std. Deviation	10.96	8.66

The experimental class defeated the control class by an average of 11.69 points on the post-test. This confirms the hypothesis that speaking ability can be improved better using the Simulation-Based Learning approach.

4.2.1 The normality test

The normality test was conducted to determine whether the data obtained from the study were normally distributed. Since the sample size in this study was fewer than 200 participants, the Shapiro-Wilk test was used to assess normality (de Souza et al., 2023). The results of the normality test for both the experimental and control classes, based on the pre-test and post-test scores, are presented below:

Picture 4. 2 Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
kelas	Statistic	df	Sig.	Statistic	df	Sig.
pre test experiment	.164	36	.015	.926	36	.020
post test experiment	.084	36	.200*	.967	36	.339

pre test control	.117	36	.200*	.941	36	.055
post test control	.082	36	.200*	.974	36	.530

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

As shown in the table above, the pre-test data of the experimental class had a significance value (Sig.) of 0.020, which is less than 0.05, indicating that the data were not normally distributed (Mishra et al., 2019). In contrast, the other data sets (control class pre-test and post-test, and experimental class post-test) had significance values greater than 0.05, suggesting that those data were normally distributed.

Due to the presence of one non-normally distributed data set, the researcher opted to use non-parametric tests for further analysis. Specifically, the Mann-Whitney U test was employed to compare the results between the experimental and control classes, while the Wilcoxon Signed Rank test was used to compare the pre-test and post-test results within each class.

4.3.1 The Mann-Whitney U test

The experimental and control classes were compared after receiving different learning treatments to determine whether there was a significant difference in their learning outcomes. The Mann-Whitney U test was used for this analysis, as the results of the previous normality test indicated that the data were not normally distributed. The results of the Mann-Whitney U test are presented in the table below:

Picture 4. 3 The Mann Withney U Test

Test Statistics[a]

	hasil belajar sbl
Mann-Whitney U	270.500
Wilcoxon W	936.500
Z	-4.254
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: class

Based on the test results, the Asymp. Sig. (2-tailed) value was 0.000, which is less than the significance level of 0.05 ($p < 0.05$). This indicates that, after the implementation of the learning treatments, there was a statistically significant difference in learning outcomes between the experimental and control classes.

Therefore, it can be concluded that the use of the Simulation-Based Learning Strategy significantly enhances students' speaking abilities compared to traditional teaching methods.

4.4.1 N-Gain Score Analysis

1) N-Gain Experimental Class

Table 4. 4 N Gain Score Analysis

Rentang N-Gain	category
< 0.3	low
0.3 – 0.7	medium
> 0.7	high

The N-Gain score analysis was conducted to determine the extent of improvement in students' learning outcomes following the implementation of the Simulation-Based Learning Strategy in the experimental class. Based on the calculation results, the average N-Gain score in the experimental class was 0.474, which falls into the *moderate* category according to Hake's

(1999) classification. This indicates that the use of simulation-based learning strategies led to an improvement in student learning outcomes, although not to the highest possible level. Therefore, it can be concluded that the implementation of simulation-based learning strategies enhances students' speaking skills, although there is still room for further improvement.

2) N-Gain Control Class

According to Hake's classification (1999), the control class achieved an average N-Gain score of 0.368, which falls within the *moderate* category. This indicates that students' learning outcomes improved following the implementation of conventional learning methods, although the improvement was not as substantial as that observed in the experimental class.

These findings suggest that while the simulation-based learning strategy applied in the experimental class is more effective than the traditional teaching method used in the control class, its overall impact on improvement remains within the moderate range.

4.5.1 Mann-Whitney Test on N-Gain Scores

The Mann-Whitney U test was employed to determine whether there was a significant difference in the N-Gain scores between the experimental group, which used the simulation-based learning strategy, and the control group, which was taught using traditional methods.

This test was chosen because the results of the previous normality test indicated that the N-Gain score data were not normally distributed, making a non-parametric test the most appropriate alternative. The results of the Mann-Whitney U test on the N-Gain scores are presented below:

Table 4. 5 Mann Whitney Test on N Gain Score

Statistik Uji	Nilai
Mann-Whitney U	270.500
Wilcoxon W	936.500

Z	-4.254
Sig. (2-tailed)	0.000

Based on the table above, the significance value (Asymp. Sig. (2-tailed)) is 0.000, which is less than $\alpha = 0.05$. This indicates that there is a statistically significant difference in N-Gain scores between students in the experimental and control classes.

In other words, the improvement in student learning outcomes following the learning treatment differed significantly between the two groups. The higher N-Gain scores observed in the experimental class suggest that the Simulation-Based Learning strategy is more effective than traditional teaching methods in enhancing students' speaking skills.

4.2. Discussion

According to the researcher's data analysis results, the use of simulation-based learning techniques was effective in improving the speaking skills of seventh-grade students at SMP Plus Darussalam. This is demonstrated by a comparison of post-test scores between the experimental and control classes, with the experimental class group achieving significantly higher average scores. This finding indicates that simulation-based learning strategies can create a more interactive and contextual learning environment and encourage students to actively use English in real-life situations.

These results are also in line with Vygotsky's, (Erbil, 2020) view that learning is more meaningful when it occurs through social interaction in real-life contexts or those that closely resemble everyday life. Simulations offer a safe environment in which students can practise speaking, interacting, and expressing ideas without fear of making mistakes. This is also consistent with the Communicative Language Teaching (CLT) approach, which prioritises authentic communication as the primary goal of language learning.

Furthermore, this research is supported by a study conducted by Heriyanto (2021), which found that the use of simulation strategies can increase students' confidence and participation in English speaking learning. Similarly, according to Nugroho & Suryani (2020), simulation encourages active student engagement and strengthens language competence through learning experiences that resemble the real world.

The N-Gain calculation results show that the experimental class obtained a score of 0.474, which is in the moderate effectiveness category, while the control class only obtained a score of 0.368, which is in the low effectiveness category. This difference indicates that simulation-based learning has a more significant contribution to improving students' speaking skills than the conventional approach used in the control class.

This finding is reinforced by Bruner's theory, (Okparaugo Obinna Joseph, 2021) which states that learning that involves direct and contextual experiences will be easier for students to understand and remember. In this case, the simulation strategy presents conditions that resemble real life, where students can actively participate in authentic English conversations and scenarios. This accelerates the formation of better speaking skills compared to lecture or memorization methods.

Furthermore, these results align with research by Sari & Yuliani (2020), which found that simulation-based learning not only improves student learning outcomes but also fosters courage, self-confidence, and the ability to interact in a foreign language. In this context, students in the experimental class were more emotionally and cognitively engaged, making learning transfer more effective.

According to Slavin (2006), the effectiveness of learning is greatly influenced by the extent to which teaching strategies can make students mentally and physically active in the learning process. In this context, simulation strategies provide ample opportunities for students to engage in direct practice, dialogue, and use vocabulary in meaningful contexts

Pedagogically, these results support Dewey's theory (Casey & Quennerstedt, 2020) that direct experience (learning by doing) is key to effective learning. With a simulation-based approach, students do not merely receive information passively but are actively engaged in real-world practices through activities such as role-playing, direction-asking simulations, and interactions in real-world contexts. Such activities foster a meaningful and relevant learning environment that meets their communication needs.

These findings are also consistent with Rahmawati and Setiawan's (2021) research, which found that using simulation techniques in English language learning significantly improves students' speaking skills, particularly fluency and vocabulary usage. Simulation not only fosters students' confidence to speak but also creates authentic communicative situations that are difficult to achieve with traditional lecture methods.

In this way, although both groups experienced growth, the simulation method had a greater impact because it was not only statistically effective but also provided an engaging, interesting, and relevant learning experience that was relevant to the students' daily lives. This strategy is recommended as an alternative method for teaching speaking skills in first grade. It can create learning activities that are engaging, communicative, and relevant to the students' daily lives.

CHAPTER V
CLOSING

5.1 Conclusion

The following conclusions can be drawn from the study's findings on the use of simulation-based learning techniques to enhance students' speaking abilities

1. According to the results of the pre-test and post-test, both classes showed an improvement in grades. However, the experimental class experienced a more significant increase than the control group. The average post-test score for the experimental class rose from 55.42 in the pre-test to 75.58, while the control class's average increased from 57.53 to 63.89.
2. The results of the N-Gain calculation indicated that the experimental class achieved an average score of 0.474, which falls into the medium category. In contrast, the control class had an average score of 0.368, also categorized as medium, but lower than that of the experimental class.
3. Furthermore, the Mann-Whitney test revealed a significant difference between the two classes, with a p-value of less than 0.05 ($P < 0.000$).
4. Therefore, it can be concluded that the Simulation-Based Learning strategy significantly enhances students' speaking abilities and is more effective than the conventional method employed in the control class.

5.2 Limited Research

This study has several limitations that need to be considered when interpreting the results and designing further research. First, this study was only conducted in one grade level, namely grade VIII at SMP Plus Darussalam, so the results cannot necessarily be generalised to students at other grade levels or schools with different characteristics.

Second, the speaking test instrument used in this study was individual-based and focused on the topic of asking and giving directions, so the scope of speaking skills measured was limited to a specific context. Students' speaking abilities in other topics or situations were not fully represented.

Third, the duration of the treatment through simulation-based learning strategies was only conducted in two sessions. With limited time, improvements in students' skills may not have reached their full potential, especially for complex aspects such as fluency and grammar.

Finally, the speaking test results were assessed by the researcher themselves, so even though a scoring rubric was used, there is still a possibility of subjectivity in the assessment. Further research is recommended to use more than one evaluator (inter-rater) to enhance the objectivity of the results.

5.3 Suggestions

This study's findings indicate that simulation-based learning has a considerable effect on developing students' speaking skills. As a result, the researcher would like to make numerous recommendations for English teachers, students, and future researchers who are interested in implementing this technique. The suggestions are as follows:

5.3.1 For the teachers

English teachers should include simulation-based learning tactics into their speaking courses to create more dynamic, student-centered learning environments. Teachers should carefully plan simulation projects that represent real-life communication, such as role plays, giving and receiving directions, and problem-solving scenarios. Clear instructions and the use of visual media such as maps, labels, or objects can assist make simulations more interesting and understandable. Teachers could also utilise rubrics to more objectively evaluate speaking performance and provide constructive criticism.

5.3.2 For the students

Students are encouraged to actively participate in simulation-based exercises to improve their speaking confidence and fluency. These simulations provide a safe environment for students to communicate their views, practise pronunciation, and expand their vocabulary in real-world communication scenarios. Students should also use peer input and reflect on their speaking abilities to identify areas for improvement. This active participation

will help them become more confident and capable English speakers.

5.3.3 For future researchers

Future academics should look into the use of simulation-based learning in other language skills, such as listening and reading, as well as how it might be applied to different grade levels and educational settings. Longitudinal studies may also be done to investigate the long-term effects of simulation tactics on language proficiency. Furthermore, combining quantitative analysis with qualitative data, such as student interviews or classroom observations, can provide more detailed insights into student attitudes and the effectiveness of the simulation process in language learning.

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HISTORY LIST LIFE

Nama	: Ika Murtafiatul Jannah
NIM	: 2111221008
TTL	: Nabire, 16 oktober 2001
Jenis Kelamin	: perempuan
Agama	: Islam
Prodi	: Tadris Bahasa Inggris (TBIG)
Fakultas	: Tarbiyah dan Keguruan
Telp	: -
Alamat	: Dusun Imbara Seni, Desa Legare Jaya, RT/RW: 005/001 Kec. Makimi, Kab. Nabire, Papua

Riwayat Pendidikan:

1. TK Kartini (2007 – 2008)
2. SD Impres Legare Jaya (2008– 2014)
3. SMP N 1 Makimi (2014 – 2017)
4. MA Al-Amiriyyah Blokagung (2017-2020)
5. Universitas KH. Mukhtar Syafaat (UIMSYA) (2021-2025)

Pengalaman Organisasi:

1. *Anggota/Volunteer (2021 -2022)*
   PMII Iaida

APPENDICES

Appendix 1 Guidance Card

6/23/25, 8:59 PM SISTEM INFORMASI MANAJEMEN AKADEMIK UMSYA BLOKAGUNG ::

NIM	2111221008
NAMA	IKA MURTAFIATUL JANNAH
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20242
JUDUL	THE EFFECT OF U THE EFFECT OF USING SIMULATION-BASED LEARNING STRATEGIES TO IMPROVE STUDENTS SPEAKING SKILLS AT SMP PLUS DARUSSALAMSING SIMULATION-BASED LEARNING STRATEGIES TO IMPROVE STUDENTS SPEAKING SKILLS AT SMP PLUS DARUSSALAM

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	23 Juni 2025	23 Juni 2025	Finding	Show how the results to help you achieve the goals set out at the beginning of your research
2	20242	07 Juni 2025	10 Juni 2025	Abstract	abstract has only 3 paragraph containing background, aims, methods, and findings
3	20242	30 Mei 2025	04 Juni 2025	Chapter IV	Conclude the important information in your finding, check for its grammar
4	20242	20 Mei 2025	25 Juni 2025	Discussion	elaborate your finding with more theories
5	20242	10 Mei 2025	15 Mei 2025	Discussion	interpret your findings and connect them to the theories or previous studies discussed earlier in your thesis
6	20242	01 Mei 2025	05 Mei 2025	conceptual framework	add chart to make it clear rn
7	20242	25 April 2025	30 April 2025	chapter IV, Finding of research	you do not need to explain the school and research participants, explain in chapter 3
8	20242	15 April 2025	20 April 2025	lesson plan	determine what conventional approach you use, and clear give sequence of activities
9	20242	05 April 2025	10 April 2025	instruments of research, lesson plan	validate your research appropriately and develop lesson plan for experimental and control group
10	20242	01 April 2025	05 April 2025	chapter 3, incorrect grammar	change all your activities during compiling data into past tense rn
11	20242	26 Maret 2025	29 Maret 2025	revision after seminar proposal	revise for the whole errors on your proposalm
12	20242	21 Februari 2025	28 Maret 2025	chapter 3, student made incorrect grammar used in explaining the sequence of research	used present or future tense in explaining the activities during research
13	20242	06 Februari 2025	13 Februari 2025	chapter 2, student made an error in writing previous study	find the distinction between the current and past research
14	20242	22 Januari 2025	29 Januari 2025	chapter 1, student made incorrect citation	please put citation in every words you quote and use citation management to help you
15	20242	25 Desember 2024	02 Januari 2025	chapter 1, student got difficulties in writing background of study	read more sources and develop brainstorming before start writing
16	20242	03 Desember 2024	10 Desember 2024	topic of research, student was confused to decide what topic will be selected	find and read 10 related articles

Appendix 2 Certificate of Having Conducted Research

UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi
Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

UIMSYA

Nomor : 51.2.12/035.166/FTK.UIMSYA/C.3/V/2025
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:
Kepala SMP Plus Darussalam
Blokagung, Banyuwangi

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama	: Ika Murtafiatul Jannah
TTL	: Nabire, 16 Oktober 2001
NIM	: 2111221008
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris
Alamat	: Imbara Seni, Kec. Makimi, Kab. Nabire, Papua Tengah
Dosen Pembimbing	: Faiqotur Rizkiyah, M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program tesis.
Adapun judul penelitiannya adalah: ***"The Effect of Simulation-Based Learning Strategies to Improve Students' Speaking Skills at SMP Plus Darussalam"***

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 10 Mei 2025
Dekan

UNIVERSITAS KH. MUKHTAR SYAFAAT FAKULTAS TARBIYAH DAN KEGURUAN FTK BLOKAGUNG - BANYUWANGI

Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY. 3150801058001

Appendix 3 Certificate of Having Conducted Research

YAYASAN PONDOK PESANTREN DARUSSALAM BLOKAGUNG
Sekolah Menengah Pertama Berbasis Pesantren
PLUS DARUSSALAM
STATUS TERAKREDITASI A
NPSN/ NSS NIS : 20525573 / 202 052 523 170 / 200470
BLOKAGUNG - KARANGDORO - TEGALSARI - BANYUWANGI
e-mail : sbpblokagungbwi@yahoo.co.id website : www.smpplusblokagung.com
Alamat : Pon. Pes. Darussalam Blokagung PO. BOX 201 Jajag - Banyuwangi Kode Pos 68485 Jawa Timur - Telp. (0333) 845973 Fax : 847124

SURAT KETERANGAN
Nomor : 51.2.04/091/SMPD/B.7/XII/2024

Yang bertanda tangan di bawah ini Kepala SMP Plus Darussalam Blokagung Karangdoro Tegalsari Banyuwangi menerangkan bahwa :

Nama	:	IKA MURTAFIATUL JANNAH
NIM	:	2111221008
Universitas	:	UNIVERSITAS KH. MUKHTAR SYAFAAT
Status	:	MAHASISWA
Prodi	:	Tadris Bahasa Inggris

Telah melakukan penelitian di SMP Plus Darussalam Blokagung Banyuwangi, untuk keperluan penyusunan skripsi dengan judul **"THE EFFECT OF SIMULATION-BASED LEARNING STRATEGIES TO IMPROVE STUDENTS' SPEAKING SKILLS AT SMP PLUS DARUSSALAM"**.

Adapun waktu penelitian dilaksanakan mulai dari tanggal 17 -28 Mei 2025.

Demikian surat ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Blokagung, 16 Juni 2025
Kepala Sekolah

YAYASAN PONDOK PESANTREN DARUSSALAM SMP PLUS DARUSSALAM KARANGDORO KEC. TEGALSARI TERAKREDITASI KAB. BANYUWANGI

MUHAMMAD ISHAQ, S.Pd, M.Pd.I

Appendix 4 Certificate of Plagiarism

THE EFFECT OF SIMULATION-BASED LEARNING STRATEGIES TO IMPROVE STUDENTS' SPEAKING SKILLS AT SMP PLUS DARUSSALAM

ORIGINALITY REPORT

13%	13%	10%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	eprints3.upgris.ac.id Internet Source	1%
2	www.coursehero.com Internet Source	1%
3	jppipa.unram.ac.id Internet Source	1%
4	repository.library-iaida.ac.id Internet Source	<1%
5	repository.radenintan.ac.id Internet Source	<1%
6	ecohumanism.co.uk Internet Source	<1%
7	Submitted to Sim University Student Paper	<1%
8	www.researchgate.net Internet Source	<1%
9	Submitted to Anadolu University Student Paper	<1%
10	repository.umpwr.ac.id:8080 Internet Source	<1%

Appendix 5 Assessment sheet speaking and rubric speaking

Nama Siswa:
Kelas:
Topik:

Jenis Tes: ☐ Pre-test ☐ Post-test
Petunjuk: Beri skor 1–4 untuk setiap aspek. Jumlahkan skor untuk mendapatkan total.

Aspek	Skor (1–4)	Catatan
Pronunciation	___	
Fluency	_____	
Vocabulary	_____	
Grammar	___	
Interaction	_____	

Total Skor: _____ / 20

Nilai Akhir: _____ (Total Skor x 5)
Keterangan Konversi Nilai:
- Total Skor Maksimum: 20
- Nilai Akhir = Total Skor x 5 (Skala 100)

Komentar Penguji:
_____

No.	Nilai	Kategori
1	76-100	Sangat Baik
2	51-75	Baik
3	26-50	Cukup Baik
4	1-25	kurang

Appendix 6 Rubric speaking assessment

Aspek	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Kurang)
Pronunciation	Sangat jelas, mudah dipahami	Cukup jelas, sedikit kesalahan pelafalan	Banyak kesalahan pelafalan tapi masih bisa dimengerti	Sulit dipahami karena banyak kesalahan pelafalan
Fluency	Lancar berbicara tanpa jeda panjang	Kadang ragu-ragu, tapi tetap lancar	Sering berhenti dan berpikir lama	Terputus-putus, sulit menyelesaikan kalimat
Vocabulary	Variatif dan sesuai konteks	Sesuai konteks namun tidak variatif	Terbatas dan sering mengulang	Sangat terbatas, sulit mengekspresikan ide
Grammar	Struktur kalimat benar dan sesuai	Sedikit kesalahan grammar	Beberapa kesalahan yang mengganggu makna	Banyak kesalahan, makna tidak tersampaikan
Interaction	Interaksi alami, sesuai peran dan situasi	Interaksi cukup baik dan sesuai	Terbatas, kurang improvisasi	Tidak mampu berinteraksi sesuai situasi

Appendix 7 Pre-Test and post test instruments

Mata Pelajaran: Bahasa Inggris

Materi: Asking and Giving Direction

Kelas: VIII SMP

1. Petunjuk untuk Guru/Penguji
   - The test is conducted individually.
   - Students are asked to give directions based on the given situation.
   - Use a simple plan/map drawing.
   - Assessment based on rubrics: fluency, vocabulary, grammar, pronunciation, comprehension.

2. Instructions for Students
   "Look at the map provided. I will give you a starting point and a destination. Please explain how to get there in English."

3. Soal Pre-Test
   1. You are walking in a new city and you are lost. Ask someone how to get to the hospital from the supermarket.
      Use at least 4 direction expressions (e.g., go straight, turn left, on your right, etc.)

4. Post-Test
   1. You are at the restaurant. Give directions to the bank.
   2. You are at the library. How can I get to the bus station?
   3. You are at the supermarket. Show me how to get to the post office.
   4. From the hotel, how can I get to the market?

Appendix 8 The Student's Score in Pre test and Post test Experiment Class

No	Nama Siswa	Pretest	Posttest
1	Eksperimen 1	46	72
2	Eksperimen 2	59	78
3	Eksperimen 3	68	93
4	Eksperimen 4	54	78
5	Eksperimen 5	50	74
6	Eksperimen 6	47	75
7	Eksperimen 7	68	89
8	Eksperimen 8	60	89
9	Eksperimen 9	46	58
10	Eksperimen 10	65	79
11	Eksperimen 11	58	86
12	Eksperimen 12	62	78
13	Eksperimen 13	50	68
14	Eksperimen 14	50	66
15	Eksperimen 15	63	90
16	Eksperimen 16	60	73
17	Eksperimen 17	43	66
18	Eksperimen 18	47	74
19	Eksperimen 19	63	81
20	Eksperimen 20	42	53
21	Eksperimen 21	61	90
22	Eksperimen 22	60	84
23	Eksperimen 23	41	57
24	Eksperimen 24	63	84
25	Eksperimen 25	51	68
26	Eksperimen 26	69	93
27	Eksperimen 27	45	57
28	Eksperimen 28	41	64
29	Eksperimen 29	67	93
30	Eksperimen 30	60	73
31	Eksperimen 31	40	67
32	Eksperimen 32	51	68
33	Eksperimen 33	65	78
34	Eksperimen 34	61	72
35	Eksperimen 35	68	83
36	Eksperimen 36	51	70

Appendix 9The Student's Score In Pre Test And Post Test Experiment Class

No	Nama Siswa	Pretest	Posttest
1	Kontrol 1	43	55
2	Kontrol 2	61	61
3	Kontrol 3	68	76
4	Kontrol 4	57	63
5	Kontrol 5	65	73
6	Kontrol 6	51	58
7	Kontrol 7	41	41
8	Kontrol 8	49	60
9	Kontrol 9	69	76
10	Kontrol 10	43	50
11	Kontrol 11	53	67
12	Kontrol 12	55	65
13	Kontrol 13	54	56
14	Kontrol 14	47	47
15	Kontrol 15	53	60
16	Kontrol 16	62	64
17	Kontrol 17	67	69
18	Kontrol 18	64	64
19	Kontrol 19	69	79
20	Kontrol 20	47	51
21	Kontrol 21	60	69
22	Kontrol 22	55	61
23	Kontrol 23	52	61
24	Kontrol 24	57	65
25	Kontrol 25	54	65
26	Kontrol 26	60	66
27	Kontrol 27	63	71
28	Kontrol 28	65	72
29	Kontrol 29	64	75
30	Kontrol 30	67	68
31	Kontrol 31	67	67
32	Kontrol 32	67	73
33	Kontrol 33	52	58
34	Kontrol 34	48	61
35	Kontrol 35	68	75
36	Kontrol 36	54	58

Appendix 10 Instrument Validation

Hasil Validasi Instrumen

Nama Validator : Silvi Rahmatika, S.Pd.
Jabatan : Guru Bahasa Inggris kelas VII, SMP Plus Darussalam
Instrumen yang Dinilai : Soal Pre-Test dan Post-Test Speaking serta Rubrik Penilaian Speaking.

A. Skor Penilaian Lembar Validasi.

No	Aspek yang Dinilai	Skor (1-4)	Catatan
1	Siswa dapat menanyakan arah tempat dalam bahasa Inggris	4	Sudah sesuai dengan tujuan
2	Siswa dapat memahami dan merespon instruksi arah secara lisan	4	Jelas dan komunikatif
3	Siswa menggunakan ungkapan direction (turn left, go straight, etc.) dengan tepat	3	Perlu ditambahkan contoh
4	Siswa mampu menyusun kalimat tanya dengan struktur yang benar	4	Sangat relevan
5	Siswa mampu menjelaskan rute dalam bahasa Inggris secara lisan	3	Pertanyaan sudah baik
6	Pronunciation (Rubrik)	4	Aspek dinilai dengan tepat
7	Fluency (Rubrik)	4	Sudah sesuai
8	Vocabulary (Rubrik)	4	Sangat tepat
9	Grammar (Rubrik)	4	Layak digunakan

Appendix 11 Research Documentation

Gambar 1. Group control VII B

Gambar 4. A group of students is applying simulation methods to directional material

Gambar 5. control group VII C

Gambar 6. Group SBL

Appendix 12 Modul Ajar

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Plus Darussalam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII B Experiment Class
Materi Pokok : Asking and Giving Directions
Pertemuan : Pertemuan ke 1
Model Pembelajaran : simulation based learning
Alokasi waktu : 2 jp

I. TUJUAN PEMBELAJARAN
   1. Peserta didik diharapkan mampu memahami ungkapan dalam meminta dan memberi arah.
   2. Peserta didik mampu Mempraktikkan dialog asking and giving direction dengan percaya diri.
   3. Siswa dapat menggunakan ungkapan untuk meminta dan memberi arah dan lokasi dalam kehidupan sehari-hari
   4. Siswa dapat membuat percakapan berdasarkan situasi

II. STANDAR KOMPETENSI: SPEAKING
   1. Berkomunikasi dengan bahasa Inggris

III. KOMPETENSI DASAR
   1. Memahami kata kata dan memahami istilah asing serta kalimat sederhana berdasarkan rumus

IV. INDICATOR PENCAPAIAN KOMPETENSI
   1. Siswa dapat memahami ungkapan untuk meminta dan memberi arah dan lokasi(direction) di gunakan dengan tepat.
   2. Mempraktikkan dialog asking and giving direction dengan lafal dan intonasi yang tepat.

V. Materi Pembelajaran
   1. Ungkapan asking and giving direction:
      - Asking for direction: -"Excuse me, where is the...",
        "Can you tell me how to get to.., -Is there a near here?"
      - Giving direction: Go straight ahead, Turn left/ right, Take the first/second street on the left/right, It's on your left/right, It's near..., It's next to..., go on, keep going, West, East, South, Nort, T junction, Y junction, Crossroads, roundabou, ect. (song stecu)
      - Kosakata terkait tempat: bank, post office, café, school, market, restaurant, etc.

- Closing: and your destination on your…

VI. Metode Pembelajaran

- Model: simulation based-learning (untuk kegiatan praktik dialog)
- Metode: demonstrasi, bermain peran.

VII. KEGIATAN PEMBELAJARAN

Kegiatan Awal (5 Menit)	- Guru mengucapkan Salam - Doa - Guru memeriksa kehadiran peserta didik - Guru menyampaikan tujuan - pembelajaran Ice breaking
Kegiatan Inti (15 Menit)	- Guru memberikan apersepsi - Guru memberikan vocabulary yang berkaitan dengan direction dengan menggunakan lagu stecu" - Guru Menampilkan sebuah gambar (Denah Lokasi) - Guru mengajukan pertanyaan tentang gambar yang sudah ditampilkan. - Guru menyampaikan materi tentang ungkapan meminta dan memberi arah. - Peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum - dipahami. Guru membagi kelompok siswa untuk melakukan simulasi peran yang berkaitan dengan asking and giving Direction (guide and tourist) - Guru memberikan masukan serta arahan jika murid ada yang kurang memeahami materi.

Kegiatan Akhir (2 Menit)	- Guru dan peserta didik melakukan refleksi. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Guru menutup pertemuan dengan salam

II. PENILAIAN PEMBELAJARAN

Aspek	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Kurang)
Pronunciation	Sangat jelas, mudah dipahami	Cukup jelas, sedikit kesalahan pelafalan	Banyak kesalahan pelafalan tapi masih bisa dimengerti	Sulit dipahami karena banyak kesalahan pelafalan
Fluency	Lancar berbicara tanpa jeda panjang	Kadang ragu-ragu, tapi tetap lancar	Sering berhenti dan berpikir lama	Terputus-putus, sulit menyelesaikan kalimat
Vocabulary	Variatif dan sesuai konteks	Sesuai konteks namun tidak variatif	Terbatas dan sering mengulang	Sangat terbatas, sulit mengekspresikan ide
Grammar	Struktur kalimat benar dan sesuai	Sedikit kesalahan grammar	Beberapa kesalahan yang mengganggu makna	Banyak kesalahan, makna tidak tersampaikan
Interaction	Interaksi alami, sesuai peran dan situasi	Interaksi cukup baik dan sesuai	Terbatas, kurang improvisasi	Tidak mampu berinteraksi sesuai situasi

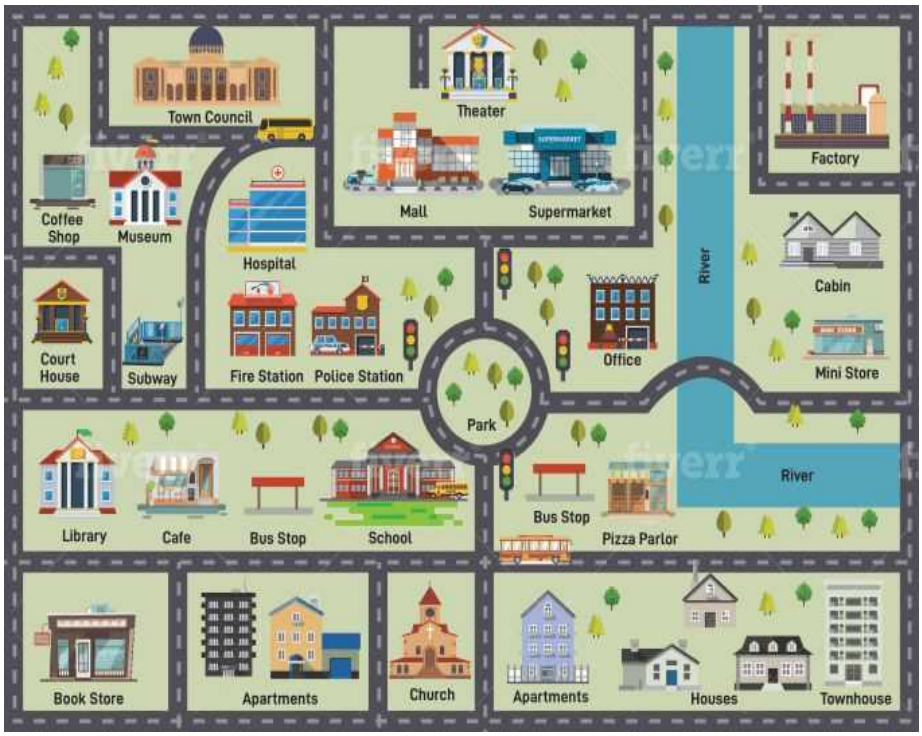
IX. EVALUATION

Direction: Look at the map. Then listen your teacher's instruction. After that give the direction.

For Example:

Teacher : please Tell me, the direction to the school (smp plus) from the dormitory (aziziyah)

You : please go out from the library,turn right Go on untul you find t junction, and you turn left, go on until you find second t junction , turn right, go on ,and your destination on your left.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Plus Darussalam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII B Experiment Class
Materi Pokok : Asking and Giving Directions
Pertemuan : Pertemuan ke 2
Model Pembelajaran : simulation based learning
Alokasi waktu : 2 jp

I. TUJUAN PEMBELAJARAN
   1. Peserta didik diharapkan mampu memahami ungkapan dalam meminta dan memberi arah.
   2. Peserta didik mampu Mempraktikkan dialog asking and giving direction dengan percaya diri.
   3. Siswa dapat menggunakan ungkapan untuk meminta dan memberi arah dan lokasi dalam kehidupan sehari-hari
   4. Siswa dapat membuat percakapan berdasarkan situasi

II. STANDAR KOMPETENSI: SPEAKING
   1. Berkomunikasi dengan bahasa Inggris

III. KOMPETENSI DASAR
   1. Memahami kata kata dan memahami istilah asing serta kalimat sederhana berdasarkan rumus

IV. INDICATOR PENCAPAIAN KOMPETENSI
   1. Siswa dapat memahami ungkapan untuk meminta dan memberi arah dan lokasi(direction) di gunakan dengan tepat.
   2. Mempraktikkan dialog asking and giving direction dengan lafal dan intonasi yang tepat.

V. Materi Pembelajaran

Ungkapan asking and giving direction:

- Asking for direction: -"Excuse me, where is the...", "Can you tell me how to get to.., -Is there a near here?"
- Giving direction: Go straight ahead, Turn left/ right, Take the first/second street on the left/right, It's on your left/right, It's near..., It's next to..., go on, keep going, West, East, South, Nort, T junction, Y junction, Crossroads, roundabou, ect. (song stecu)
- Kosakata terkait tempat: bank, post office, café, school, market, restaurant, etc.
- Closing: and your destination on your...

VI. Metode Pembelajaran

- Model: simulation based-learning (untuk kegiatan praktik dialog)
- Metode: Tanya jawab, demonstrasi, bermain peran. (guide and tourism)

VII. KEGIATAN PEMBELAJARAN

Kegiatan Awal (5 Menit)	- Guru mengucapkan Salam - Doa - Guru memeriksa kehadiran peserta didik - Guru menyampaikan tujuan - pembelajaran Ice breaking
Kegiatan Inti (15 Menit)	- Guru memberikan apersepsi - Guru memberikan vocabulary yang berkaitan dengan direction sama sepereti - minggu lalu kemudian guru menambahkan vocabulary tentang direction - Guru Menampilkan sebuah gambar (Denah Lokasi) kemudian menunjuk salah satu anak untuk mengingat materi yang kemarin - Guru menambah materi tentang ungkapan meminta dan memberi arah. - Peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. - Guru membagi kelompok siswa untuk melakukan simulasi peran yang berkaitan dengan asking and giving Direction (guide and tourist) - Guru memberikan masukan serta arahan jika murid ada yang kurang memeahami materi.
Kegiatan Akhir (2	- Guru dan peserta didik melakukan

Menit)	refleksi. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. Yaitu test speaking berkaitan dengan materi mereka telah pelajari. - Guru menutup pertemuan dengan salam

VIII. PENILAIAN PEMBELAJARAN

Aspek	**Skor 4 (Sangat Baik)**	**Skor 3 (Baik)**	**Skor 2 (Cukup)**	**Skor 1 (Kurang)**
Pronunciation	Sangat jelas, mudah dipahami	Cukup jelas, sedikit kesalahan pelafalan	Banyak kesalahan pelafalan tapi masih bisa dimengerti	Sulit dipahami karena banyak kesalahan pelafalan
Fluency	Lancar berbicara tanpa jeda panjang	Kadang ragu-ragu, tapi tetap lancar	Sering berhenti dan berpikir lama	Terputus-putus, sulit menyelesaikan kalimat
Vocabulary	Variatif dan sesuai konteks	Sesuai konteks namun tidak variatif	Terbatas dan sering mengulang	Sangat terbatas, sulit mengekspresikan ide
Grammar	Struktur kalimat benar dan sesuai	Sedikit kesalahan grammar	Beberapa kesalahan yang mengganggu makna	Banyak kesalahan, makna tidak tersampaikan
Interaction	Interaksi alami, sesuai peran dan situasi	Interaksi cukup baik dan sesuai	Terbatas, kurang improvisasi	Tidak mampu berinteraksi sesuai situasi

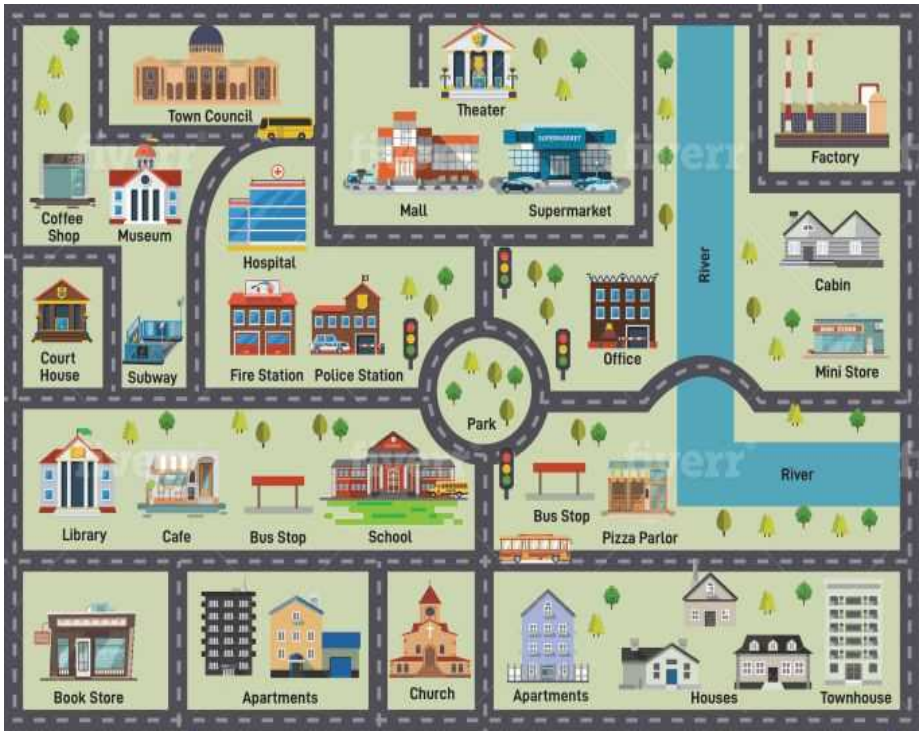
IX. EVALUATION

Direction: Look at the map. Then listen your teacher's instruction. After that give the direction.

For Example:

Teacher : please Tell me, the direction to the library from the houses

You : ....



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Plus Darussalam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII C (control)
Materi Pokok : Asking and Giving Directions
Pertemuan : Pertemuan ke 1
Model Pembelajaran : tanya jawab, ceramah
Alokasi waktu : 2 jp

I. TUJUAN PEMBELAJARAN

1. Peserta didik diharapkan mampu memahami ungkapan dalam meminta dan memberi arah.
2. Peserta didik mampu Mempraktikkan dialog asking and giving direction dengan percaya diri.
3. Siswa dapat menggunakan ungkapan untuk meminta dan memberi arah dan lokasi dalam kehidupan sehari-hari
4. Siswa dapat membuat percakapan berdasarkan situasi

II. STANDAR KOMPETENSI: SPEAKING

1. Berkomunikasi dengan bahasa Inggris

III. KOMPETENSI DASAR

1. Memahami kata kata dan memahami istilah asing serta kalimat sederhana berdasarkan rumus

IV. INDICATOR PENCAPAIAN KOMPETENSI

1. Siswa dapat memahami ungkapan untuk meminta dan memberi arah dan lokasi(direction) di gunakan dengan tepat.
2. Mempraktikkan dialog asking and giving direction dengan lafal dan intonasi yang tepat.

V. Materi Pembelajaran

Ungkapan asking and giving direction:

- Asking for direction: -"Excuse me, where is the...", "Can you tell me how to get to.., -Is there a near here?"
- Giving direction: Go straight ahead, Turn left/ right, Take the first/second street on the left/right, It's on your left/right, It's near..., It's next to..., go on, keep going, West, East, South, Nort, T junction, Y junction, Crossroads, roundabou, ect. (song stecu)
- Kosakata terkait tempat: bank, post office, café, school, market, restaurant, etc.
- Closing: and your destination on your...

VI. Metode Pembelajaran

- Model: conventional
- Metode: Tanya jawab, diskusi, ceramah

VII. KEGIATAN PEMBELAJARAN

Kegiatan Awal (5 Menit)	- Guru mengucapkan Salam - Doa - Guru memeriksa kehadiran peserta didik - Guru menyampaikan tujuan - pembelajaran - Ice breaking
Kegiatan Inti (15 Menit)	- Guru memberikan apersepsi - Guru memberikan vocabulary yang berkaitan dengan direction dengan menggunakan lagu stecu” - Guru Menampilkan sebuah gambar (Denah Lokasi) - Guru membuatkan contoh tentang asking and giving direction dengan mengunakan vocabulary yang sudah di pelajari - Peserta didik diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. - Guru membagi kelompok diskusi siswa, - Guru membagikan soal Latihan essay - Guru memberikan masukan serta arahan jika murid ada yang kurang memeahami materi.

Kegiatan Akhir (2 Menit)	- Guru dan peserta didik melakukan refleksi. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Guru menutup pertemuan dengan salam

VIII. PENILAIAN PEMBELAJARAN

Aspek	**Skor 4 (Sangat Baik)**	**Skor 3 (Baik)**	**Skor 2 (Cukup)**	**Skor 1 (Kurang)**
Pronunciation	Sangat jelas, mudah dipahami	Cukup jelas, sedikit kesalahan pelafalan	Banyak kesalahan pelafalan tapi masih bisa dimengerti	Sulit dipahami karena banyak kesalahan pelafalan
Fluency	Lancar berbicara tanpa jeda panjang	Kadang ragu-ragu, tapi tetap lancar	Sering berhenti dan berpikir lama	Terputus-putus, sulit menyelesaikan kalimat
Vocabulary	Variatif dan sesuai konteks	Sesuai konteks namun tidak variatif	Terbatas dan sering mengulang	Sangat terbatas, sulit mengekspresikan ide
Grammar	Struktur kalimat benar dan sesuai	Sedikit kesalahan grammar	Beberapa kesalahan yang mengganggu makna	Banyak kesalahan, makna tidak tersampaikan
Interaction	Interaksi alami, sesuai peran dan situasi	Interaksi cukup baik dan sesuai	Terbatas, kurang improvisasi	Tidak mampu berinteraksi sesuai situasi

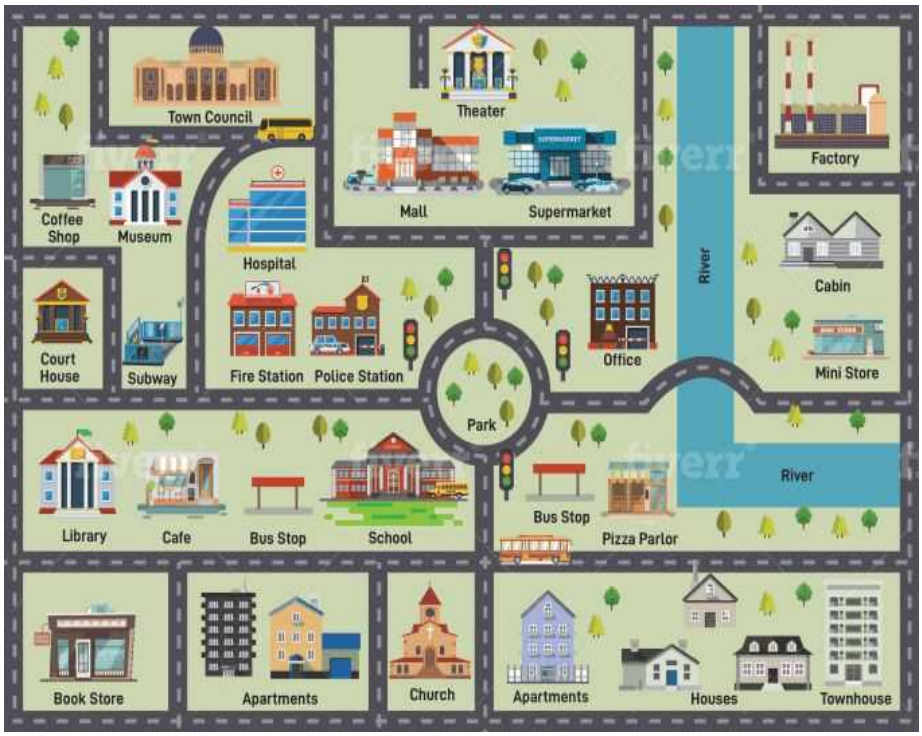
IX. EVALUATION

Direction: Look at the map. Then listen your teacher's instruction. After that give the direction.

For Example:

Teacher : please Tell me, the direction to the library from the caffe

You : ....



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Plus Darussalam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII C (control)
Materi Pokok : Asking and Giving Directions
Pertemuan : Pertemuan ke 2
Model Pembelajaran : Ceramah
Alokasi waktu : 2 jp

I. TUJUAN PEMBELAJARAN

1. Peserta didik diharapkan mampu memahami ungkapan dalam meminta dan memberi arah.
2. Peserta didik mampu Mempraktikkan dialog asking and giving direction dengan percaya diri.
3. Siswa dapat menggunakan ungkapan untuk meminta dan memberi arah dan lokasi dalam kehidupan sehari-hari
4. Siswa dapat membuat percakapan berdasarkan situasi

II. STANDAR KOMPETENSI: SPEAKING

1. Berkomunikasi dengan bahasa Inggris

III. KOMPETENSI DASAR

1. Memahami kata kata dan memahami istilah asing serta kalimat sederhana berdasarkan rumus

IV. INDICATOR PENCAPAIAN KOMPETENSI

1. Siswa dapat memahami ungkapan untuk meminta dan memberi arah dan lokasi(direction) di gunakan dengan tepat.
2. Mempraktikkan dialog asking and giving direction dengan lafal dan intonasi yang tepat.

V. Materi Pembelajaran

Ungkapan asking and giving direction:

- Asking for direction: -"Excuse me, where is the...", "Can you tell me how to get to.., -Is there a near here?"
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- Kosakata terkait tempat: bank, post office, café, school, market, restaurant, etc.
- Closing: and your destination on your...

VI. Metode Pembelajaran

- Model: conventional
- Metode: Tanya jawab, diskusi, ceramah

VII. KEGIATAN PEMBELAJARAN

Kegiatan Awal (5 Menit)	- Guru mengucapkan Salam - Doa - Guru memeriksa kehadiran peserta didik - Guru menyampaikan tujuan - pembelajaran - Ice breaking
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	- Guru dan peserta didik melakukan

Kegiatan Akhir (2 Menit)	refleksi. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Guru menutup pertemuan dengan salam

VIII. PENILAIAN PEMBELAJARAN

Aspek	**Skor 4 (Sangat Baik)**	**Skor 3 (Baik)**	**Skor 2 (Cukup)**	**Skor 1 (Kurang)**
Pronunciation	Sangat jelas, mudah dipahami	Cukup jelas, sedikit kesalahan pelafalan	Banyak kesalahan pelafalan tapi masih bisa dimengerti	Sulit dipahami karena banyak kesalahan pelafalan
Fluency	Lancar berbicara tanpa jeda panjang	Kadang ragu-ragu, tapi tetap lancar	Sering berhenti dan berpikir lama	Terputus-putus, sulit menyelesaikan kalimat
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IX. EVALUATION

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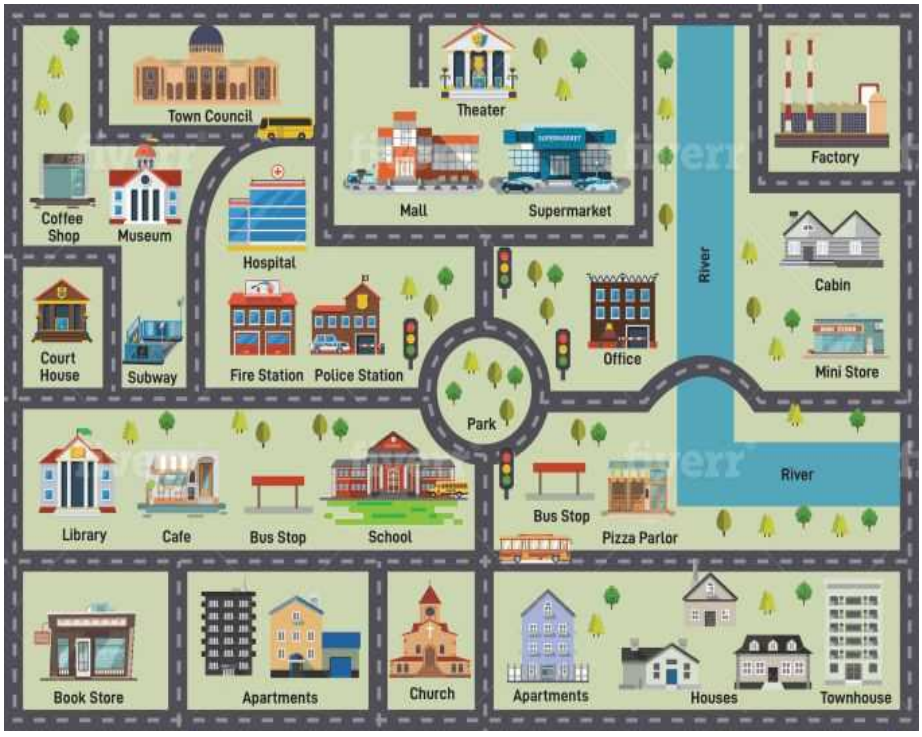
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