

**IMPROVING STUDENTS' SELF-CONFIDENCE
IN SPEAKING ABILITY THROUGH SIMULATION TECHNIQUE
AT GRADE X SMA NEGERI 8 PADANGSIDIMPUAN**

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah rasa percaya diri siswa meningkat dalam berbicara dengan menggunakan teknik simulasi. Penelitian ini dilakukan dengan metode Penelitian Tindakan Kelas. Dari hasil penelitian ditemukan bahwa rasa percaya diri siswa dalam berbicara setelah menggunakan teknik simulasi ternyata meningkat dari siklus pertama ke siklus kedua, sehingga peneliti menyimpulkan bahwa simulasi cukup bagus untuk meningkatkan rasa percaya diri siswa dalam berbicara. Sehingga peneliti menyarankan guru untuk menggunakan teknik ini bila rasa percaya diri siswa cukup rendah dalam berbicara.

Key Words: Self Confidence, Speaking Ability, and Simulation Technique

INTRODUCTION

Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context. As a result, speaking is crucial part of second language teaching and learning. Many people feel that speaking is difficult. The following illustration will present some of significances of speaking. The first, it can transfer idea, thinking, and opinion. The second, it can take and give the information and knowledge. The last, can activate of brain directly. Definitely, in speaking the speakers do not have much time for thinking. It is directly without preparation. It can be improved. Then, it must be practiced and make it happen every day whenever and wherever.

However, speaking is problematic at SMA Negeri 8 Padangsidimpuan in aspect of ability and mentalist. It has found from the English teacher and the students.

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The teacher has said that students' speaking ability is low. Actually, not only Bataknese has the problem in accent but also Javanese.³ The students' fluency and the accuracy are bad. Many students feel tremble, tight, and worry. In addition, there are some students' problems in speaking ability. They are about accent, fluency, accuracy, comprehension, grammar, vocabulary, and lack of self-confidence.⁴ More than just four until five who has self-confidence to speak out. It has found the reasons. The first, they are afraid to do mistake. The second, they have high anxiety. Then, they do not practice it. The last, they have lack of self-confidence.

The researcher has got self-confidence as the main problem to be solved in speaking ability. On the other hand, Allah said in Holy Qur'an to be self-confidence and never be afraid anymore. Allah stated in Q.S. Al-Imran verse 139 and Q.S. Al-Fushshilat verse 30 as follows:

﴿مُؤْمِنِينَ كُنْتُمْ إِن لَّا عَلَوْنَ وَأَنْتُمْ تَخَزْنُونَ أُولَآئِكَ هُمُ أُولَآئِكَ﴾

*Means: "So, do not become weak (against your enemy) nor be sad, and you will be superior (in victory) if you are indeed (true) believers."*⁵ (Q.S. Al-Imran verse 139).

It is clearly stated that Allah orders us to be strong in everything. The underline words means that we must be strong. It relates in speaking ability. The speaker must have confidence and optimistic in speaking. Therefore, both verses above tell us to be self-confidence in speaking ability. The best way to make it happens is must be practiced and practiced every day.

One of ways to make effective teaching speaking is making the students active by using good and interesting method in teaching learning process so they enjoy and improve their speaking ability. Douglas said, "There are nine the Communicative Fluency Activities

³ Interviewing to the English Teacher, (Perkebunan Pijorkoling: SMA Negeri 8 Padangsidimpuan, November 26th, 2012 at 09.00 a.m.

⁴ *Ibid*

⁵ Abdalah Yousef Ali, *The Glorious Qur'an*, (French: Beirut Publisher, 2009), p. 60.

for Language Teaching. They are interview, guessing games, jigsaw tasks, ranking exercises, discussions, value clarification, problem solving activities, role play and simulation technique.”⁶ From the alternative techniques above, the researcher chose to employ simulation technique to improve students’ self-confidence in speaking ability.

The focus of this research is on students’ lack of self-confidence in speaking ability has been solved by doing simulation technique. The researcher formulated the problem as “Does simulation technique improve students’ self-confidence in speaking ability at grade X SMA Negeri 8 Padangsidempuan?” Then, the objective of the research is to explain the improvement students’ self-confidence in speaking ability by simulation technique. The hypothesis of this research is stated that: “Simulation technique improved students’ self-confidence in speaking ability at Grade X SMANegeri 8 Padangsidempuan.”

RESEARCH METHODOLOGY

Classroom action research will be applied. The participants are the students at Grade X-1 because the researcher found the problems of self-confidence in speaking ability in this class. Another participant is an English teacher of SMA Negeri 8 Padangsidempuan. The researcher observes the execution while the teacher is doing an action in this class. Then, teacher also helps the researcher analyzed the data from the observation and makes plans for each cycle. There were three the instrumentation in the research. They were: test, observation, and interview. This action research followed the model that is developed by Kemis and Robin. It was a famous representation of the action research “spiral” that contained four stages; planning, acting, observing and reflecting.

In analyzing the data, the researcher uses quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involve making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the

⁶ H. Douglas Brown, *Teaching by Principle*, (New Jersey: Englewood Cliffs, 1994), p. 279.
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data, representing the data, and making an interpretation of the larger meaning of the data.⁷ The qualitative data are analyzed from the observation sheet. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of self-confidence by using the spoken test.

REVIEW OF RELATED LITERATURE

1. Self-Confidence in Speaking Ability

Self-confidence is a crucial to a happy and fulfilling life.⁸ It influences success in work, family life, and leisure activities. People who lack of self-confidence always underachieve. They are more prone to a variety of stress-related problems, anxiety, eating disorder and mental health problems.

On the other hand, David Lawrence Preston explains that self-confidence is beliefs the capacity to achieve solve and the problems. The belief can be up because knowing the need. Every people have the different talent and needed. It means that it may not compare and influence of the ability to other people because Allah gives the different ability, potential, and talent to all people.⁹

Self-Confidence is awareness and potential of someone to do something. It is very important to be success. Sometimes, it can be seen that someone who shows up in front of many people and creates many big results and to be popular man. The reason is he has high self-confidence. David J. Schwartz says, "You are what you are thinking about."¹⁰ Therefore, that is why he has hard strength, which can be good motivation to do something. Believe on self that can create big creation is a big strength.

Self-confidence is quite important in speaking. The teachers must know all of problems when teaching and learning process in the classroom. Self-confidence is a crucial to

⁷*Ibid.*, p. 190.

⁸ Lawrence Preston David, *Op.cit*, p. 7.

⁹Dja'farSiddik, *KonsepDasarIlmuPendidikan Islam*, (Medan: CiptaPustaka Media, 2005), p. 57.

¹⁰ David J. Schwartz. *The Magic of Thinking Big*, (Batam: BinarupaAksara, 2007), p. 168.

a happy and fulfilling life.¹¹ Hornby tells that Self-confidence is having confidence and abilities.¹² On the other hand, David Lawrence Preston explains that self-confidence is beliefs about the capacity to achieve solve problems and think about it. Postdam comments that Self-confidence people trusted the own abilities, must have a general sense of control in living, believe it within reason, it would be able to do what they wish, plan, and expect.”¹³ Therefore, self-confidence is ability to develop the abilities, the potential, and talent to be used correctly.

The characteristics of self-confidence as follows:¹⁴

- (1) Believe that the competence, so it does not need praise confession, acceptance, or self-esteem of someone.
- (2) Do not involve showing comfort by someone.
- (3) Brave to become our selves.
- (4) Have good emotion.
- (5) Have internal focus control which face to successfulness of failure, depends to attempt self and does not easy to let the destiny or condition and does not depend to other helping.
- (6) Have positive thinking.

Lack of self-confidence is same as lack of motivation. On the other hand, there are some causal factors lacks of self-confidence. The researcher will explain it more. With reference to the characteristics above, further Rini explains the character of lack of self-confidence, they are:¹⁵

- (1) Attempt to show the conformist act to get the praise, confession, acceptance, or self-confidence of someone.

¹¹ Lawrence Preston David, *Op. cit.*, p. 7.

¹² A.S. Hornby, *Advanced Learner's Dictionary of Current English New Eight Edition* (New York: Oxford University Press, 2010), p. 1339.

¹³ *Loc. cit.*

¹⁴ Jacinta F. Rini, *Memupuk Rasa PercayaDiri*, (Jakarta: Team e-Psikologi, 2002), p. 1.

¹⁵ Jacinta F. Rini, *Op. cit.* p. 13

- (2) Afraid of rejecting. It means, everything who is doing always have the perception will be rejected, so that they shadowed by failure, and didn't have the principle "the better do than nothing"
- (3) Difficult to receive positive yet realistic and views of themselves do not trust their own abilities
- (4) Pessimistic is easy to value something from the negative views.
- (5) Fear failure, so that they tend to avoid taking risk, and didn't make a target to get successful
- (6) Rejected to a good word/ praise, that showing to them with honest and sincere.
- (7) They always take their self-confidence as the end, because they feel that is unable.
- (8) They have eternal focus of control. It means, they are usually depending on situation and help the other people. When the teacher absent in one subject, they feel unable to do teaching learning process, whereas they able to make.

The inferior and lack of self-confidence must be solved.¹⁶ The students must do the best as their potential so the ability can be seen. Therefore, the teacher might not give the punishment if the students do mistakes but the teacher must give the motivation to the students.

Negative thinking can quickly spiral out of control and destroy the self-confidence. David Laurence thinks that there are four step methods to improve self-confidence. They are:¹⁷

- (1) Be mindful
- (2) Stop disempowering thoughts
- (3) Replace them with empowering thoughts
- (4) Keep going until it become automatic.

¹⁶ *Loc. Cit*

¹⁷ Lawrence Preston David, *Op. cit*, p. 42.

On the other hand, the formula for building self-confidence, indeed for bringing any personal change, has five elements. They are:¹⁸

- (1) Develop the self-awareness. Knowing the self, acknowledge that there were aspects that wish to change, and understand what has stopped in feeling self-confidence.
- (2) Assert the intention to be confident, and make a commitment.
- (3) Change the thinking. This include, changing restrictive attitudes and beliefs.
- (4) Use the imagination. Imagine as a confident person.
- (5) Acting “as if” to be ready confident. The more in speaking and behave confidently, the more confident will become.

Carnegie said, “There are four steps to develop self-confidence, namely: (a) start with a strong and persistent desire, (b) prepare, (c) act confidence, and (d) practice.”¹⁹ *Start with a strong persistent* desire means, enumerate he benefits this effort to train will bring the arouse of enthusiasm in speaking. *Prepare* means, cannot feel confidence unless knowing what is going to say. *Act confidence means*, to feel brave, act is bravery, use the willingness, and a courage fit will likely replace the fit of fear. *Practice* means, action in the field.

On the other hand, the researcher states that there are three indicators of self-confidence. They are bravery & performance, optimistic, eye contact & smiling.²⁰ The researcher focused on them and gave the scores to measure the students’ self-confidence in speaking ability while processing of the research.

2. Speaking Ability

The Nature of Speaking

David Nunan states that speaking is the productive aural/ oral skill, it consists of producing systematic verbal utterances to convey meaning.²¹ Speaking is

¹⁸ *Ibid*, p. 14

¹⁹ Dale C. *How to Develop Self-Confidence and Influence People by Public Speaking*, (New York: Simon and Schuster, Inc, 1956), p. 15.

²⁰ David J. Schwartz, *Op. cit*, p. 92.

²¹ David Nunan. *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p. 48.

fundamentally an instrumental act.²² Speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say.

According to the Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse.²³ David Nunan states speaking is the productive aural/ oral skill, it consist of producing systematic verbal utterances to convey meaning.²⁴ Speaking is the ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and language ‘on the spot’.²⁵

Based on definition above, the researcher states that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt through teaching and learning process. Speaking is the action of conveying information or expression thinking and feeling in spoken language.

Allah stated in Holy Qur’an Surah Thaha verse 44

﴿يَخْشَىٰ أَوْ يَتَذَكَّرْ لَعَلَّهُ يَلِينًا قَوْلًا لَهُ دُقُّوْلاً﴾

Means: And speak to him mildly, perhaps he may accept admonition of fear (Allah)”.²⁶(Q.S. Thaha verse 44).

Speaking ability is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. The ability is used in essentially normal

²² Clark and Clark, *Psychology and Language*, (New York : Harcourt Brace Jovanovich Inc, 1977), p. 223.

²³ Victoria N. *Webster New World College Dictionary-3 rd* (New York: Simon & Schuster Ine, 1995) p. 1217.

²⁴ David Nunan. *Op. cit*, p. 48.

²⁵ Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2001) p. 269.

²⁶ Muhammad Taqi-ud-Din al-Hilali and Muhammad Muhsin Kahn, *Translation of the Noble Qur’an in the English Language*, (Madinah: King Fadh Complex for the printing of the Holy Qur’an), p. 417.

communication situations the signaling systems of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.²⁷

Therefore, in speaking, there is a process of communication which conveys message from a speaker to listener. A speaker has to encode the message and listener has to decide or interprets the message which contains information. Encoding is the process of conveying message of information to listener while decoding is the process of receiving information given by the speaker.

Jack. C. Richards explains that there are seven principles for designing speaking techniques. They are:²⁸

- (a) Techniques should cover the spectrum of learner needs, from language-based focus on accuracy to message based focus on interaction, meaning, and fluency.²⁹
- (b) Techniques should be intrinsically motivating.³⁰
- (c) Techniques should encourage the use of authentic language in meaningful contexts.
- (d) Provide appropriate feedback and correction.
- (e) Capitalize on natural link between speaking and listening.
- (f) Give students opportunities to initiate oral communication. “Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control the conversations, and to change the subject.”³¹
- (g) Encourage the development of speaking strategies. The simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.

Furthermore, David Nunan states that there are five principles for teaching speaking; it will be explained in the following:³²

²⁷ Robert Lado. *Language Testing The Construction and Use of Foreign Language Tests*, (USA: McGraw Hill Book Company, 1961), p. 240-241.

²⁸ Jack. C. Richards, *Curriculum Development in Language Teaching*, (New York : Cambridge University Press), p. 221.

²⁹*Loc. cit.*

³⁰*Loc. cit*

³¹*Loc. cit.*

³² David Nunan, *Op. cit.*, p. 54.

- (a) Be aware of the differences between second language and foreign language learning contexts.
- (b) Give students practice with both fluency and accuracy
- (c) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is important as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to uncrease the amount of time that learners get to speak in the target language during lessons.
- (d) Plan speaking tasking tasks that involve negotiation for meaning. Negotiation for meaning is the learners make progress by communicating in target language because interaction necessarily involves trying to understanding
- (e) Design classroom activities that involved guidance and practice both transactional and interactional speaking.

In addition, there are some several classroom techniques and classes in teaching and learning process; they are information gap, jigsaw activities, role play, and simulation technique.³³

3. Simulation Technique

Simulation is a situation in which a particular set of conditions is created artificially in order to study or experience something that can exist in reality.³⁴ Kenneth D. Moore says that simulation is the presenting of an artificial situation or event that represented reality but that removes risk to the individual involved in the activity.³⁵ Bruce Joyce explains that simulation is a technique to simulate something and but the students must develop concepts and skill necessary for performance in the

³³ David Nunan, *Op. cit.*, p. 56.

³⁴ A.S. Hornby, *Op. cit.*, p. p.1384.

³⁵ Kenneth D. Moore. *Effective Instructional Strategies* (London: Sage Publications), p. 271.

specified area.³⁶ So, it can be concluded that simulation is the technique that is used by simulating or performing something in the specific area.

Further, the purpose of the simulation is to encourage students to act out the behaviors and express in their own words the action and arguments behind an issue.³⁷ Then, Roestiyah told that the advantages of simulation are interesting, developing students' creativity, growing the bravery and self-confidence, doing the right experiment without going to the right place, increasing the abstract happen, do not need the complete explanation, growing the students' interaction, getting the positive response from the students who still lack of fluently in speaking, and growing the criticize thinking.³⁸ The purpose of a simulation technique is to encourage students to act out the behaviors and express by own words the actions and arguments behind the issue. The most important, the simulation technique will be success if the teacher is able to manage and decreasing the disadvantages of the simulation technique in the classroom. It will be good way in teaching speaking.

However, this technique has the disadvantages³⁹. First, the affectivity has not been reported by research. The second, the cost too expensive. The third, many people uncertain to the result. The fourth, it need special place. Next, it was too large the information between the teacher and students. In addition, many students' parent thinks that is not seriously.

Advantages of Simulator

Simulator is a piece of equipment that artificially creates a particular set of conditions in order to train somebody to deal with a situation that they may experience in reality.⁴⁰ A simulator has several advantages. Thus, the learning tasks can be made much less complex than they are in the real world, so that the students

³⁶ Bruce Joyce, Marsha Weil with Emily Calhoun, *Models of Teaching sixth edition*, (USA: CIP, 2000), p. 348.

³⁷ Kenneth D. Moore, *Op. cit*, p. 271.

³⁸ Roestiyah, *Op. cit*, p. 22.

³⁹ *Ibid* p. 23.

⁴⁰ A.S. Hornby, *Op. cit*, p. 1385.

might have the opportunity to master skills that will be extremely difficult when all the factors of real-world operations impinge on them. A second advantage of simulator is they permit students to learn from self-generated feedback.⁴¹

Harold Guetzkow and his associates develop a complex and interesting simulation for teaching students at the high school and upper elementary level the principle of international relation. The activity revolve around five “nation” units. In each of these nations, a group of participants acted as decision maker and “aspiring decision makers.”

Teacher’s Role in Simulation Technique

It is easy to assume that the learning activity has been designed and packaged by experts, the teacher has a minimal role to play in the learning situation. Cybernetic psychologist finds the educational simulations enable students to learn firsthand from the simulated experiences built into the game rather than teachers’ explanations or lectures.⁴² However, because of the intense involvement, students may not always be aware of what they are learning and experiencing. In addition, the teacher has important managerial functions by more complex games and issues, the teacher’s activities are even more critical if learning is to occur.

Bruce Joyce states that there are four roles for the teacher in applying of simulation techniques:⁴³

1) Explaining

The players need to understand the rules sufficiently to carry out most of activities. However, it is not essential that the students have a complete understanding of the simulation technique at the start. As in real situation, many rules became relevant only as the activities proceed.

2) Referring

The teacher should control student participation to ensure that these are realized. Before the game is played, the teacher must assign students to teams, matching individual capabilities with the roles in the simulation to assure active participation by all the students. The teacher should recognize in

⁴¹ Bruce Joyce, *Op. cit*, p. 351.

⁴² *Ibid*, p. 351.

⁴³ Bruce Joyce, *Op. cit*, p. 353.

advance that simulation technique is an active learning situations, call for more freedom of movement and more talk among students than do other classroom activities.

3) Coaching

The teacher should act as coach when necessary, giving players' advice that enables them to play better, to exploit the possibilities of the simulation more fully. As a coach, the teacher should be supportive advisor, not a preacher, or a disciplinarian. In simulation technique, players have the opportunity to make mistakes, take consequences, and learn.

4) Discussing

After a session there need to be a discussion about how closely, the game simulates the real world, what difficulties, discover between the simulation and the subject matter being explored. In addition, the teachers must prepare something before going to the simulation technique. The first, the teacher must check the material. Then, choose the method. Next, must think about the media. Furthermore, must think about the process of the simulation. It is important to know that not all the simulation needs media. Sometimes, it does not need the media. It is based on the material.⁴⁴

Then, the model of teaching by simulation technique consists of syntax, the social system, the principles of reaction and support system in teaching using by simulation technique.

RESULTS

The first cycle was conducted for one meeting. The meeting was done for ninety minutes. The researcher observed the teacher, the students and classroom process based on the observation, some students seemed to be interested in teachers' teaching technique. It can be seen from their enthusiasm in doing the simulation technique. However, some students were still uninterested yet.

Moreover, some students still had low motivation in participating in learning speaking activities. Fortunately, the students had almost good in bravery and performance in speaking ability. There are some differences each cycle. For the first cycle, teacher divided class into two groups performance. That consisted of thirteen to each performance. For the observing phase, the researcher observed all the

⁴⁴*Ibid*, p. 77.

activities in the classroom. Last, for the reflecting phase, the researcher evaluated or interpreted the data would get from the class and make any decisions for the next cycle.

For the second cycle, teacher divided class into three groups which consisted of two groups are nine students and one group are eight students. For planning, action, observation, and reflection step was similar to the first cycle, but in acting used other topic and different group size. It can be viewed in the following table:

No	CYCLE 1	CYCLE 2
1.	Divided into two groups	Divided into three groups
2.	Consist of 13 students	Consist of 8 and 9 groups
3.	The topic speaking at the restaurant	The topic speaking at the Mosque

Table 2: The Differences of each cycle

From the observation sheet, it has found that the teacher came to the class on time, greeted the students, and did the orientation. She was seriously in teaching learning process and concluded the material after doing the class.

For the students, most of students enthusiastic in teaching learning process, still made little noisy in the class, students almost brave in speaking, students were lack of optimistic to speak out, not all students were optimistic, and some students were shy and did not do eye contact and smiling in execution. Seeing the result of the observation, the researcher realized that the results of activities that have been done were not so successful in solving the students' self-confidence problem in speaking. It can be concluded that the activities should be changed, improved, and completed.

The second cycle was conducted for one meeting. The meeting was done for ninety minutes. The researcher observed all the activities in the classroom. Based on

the reflection in the previous cycle, there were still some problems related to the students' self-confidence. Problems in bravery, performance, optimistic, eye contact and smiling.

The students were being active in doing activity. They could apply the self-confidence. The students were enthusiastic in teaching learning process, still made noisy in the class, students were bravery, and self-confidence in teaching learning process students used English language in speaking.

Based on the observation sheet, the teacher ability in taught speaking by using simulation was improved. The teacher was able to motivate the students to be self-confidence in speaking ability by using simulation technique in cycle 1 and cycle 2.

The students were more active in the group setting, they did the task cooperatively. Having checked the students spoken test, researcher found that the students' score shown improvement. Based on field notes, the teacher ability in taught speaking by using simulation was done well. Teacher had controlled addition problems; students' noisy, students' condition that were occurred while simulation. as a result, the activities n the second cycle had improved students' self-confidence in speaking ability.

Test scored had shown the students' self-confidence score in each cycle. based on the result, there had been found improvement on students' self-confidence in speaking ability in the first cycle to the second cycle. By using simulation technique, students' self-confidence in speaking ability improved.

The researcher found the students' weakness in the class when the speaking class happen. The students do not have self-confidence in speaking ability because they are tired so it will make them lazy to speak out. Otherwise, the teachers still use the old method and monotonous so that the students fell bored and not interesting in speaking. The students their selves never try to speak out. So that is why the researcher do the treatment in the research

This research used human instruments in English speaking learning. The observation of researcher and the students' self-confidence in speaking ability were done by researcher herself and an English co-teacher. The data in this research was taken by oral presentation with any subjective in assessment. Video or other tools are needed to make the mark more subjective, and the learning process more effective and efficient. The monitored activities of students in the classroom are presented as the real situation at the research time.

There are researchers who have done a research same as the researcher in different technique. The first, A Thesis of Yeonhwan Lyu at University of Toledo 2006 entitled by Simulations and Second/ Foreign Language Learning: Improving communication skill through simulations.⁴⁵ This research re-examined the general notion of CLT (Communicative Language Teaching) and comprehensible input within a real-world perspective based on theory of Hard Science Linguistics.

Secondly, a thesis of Rica Umrina was done in English Educational Study Program at STAIN Padangsidimpuan entitled Improving Students' Speaking Skill Through Debate At SMA N 1 Padangsidimpuan.⁴⁶ Finally, a thesis of Ida Royani Hsb entitled Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK N 1 Padangsidimpuan.⁴⁷ They found that debate and simulation technique improve students' speaking skill. Nevertheless, the researcher will find that simulation technique improves students' self-confidence in speaking ability.

Based on these researches presentations and suggestions, the researcher found there had not found yet a research for specifically improving self-confidence in speaking ability at senior high school context in Padangsidimpuan. Hopefully, this

⁴⁵ Yeonhwan Lyu, Simulation and Second/ Foreign Language Learning: Improving communication skill through simulations, (Spanyol: The University of Toledo, 2006), p. 4

⁴⁶ Rica Umrina, Improving Students' Speaking Skill Through Debate, (STAIN Padangsidimpuan, 2011), p. 4.

⁴⁷ Ida Royani, Improving Students' Speaking Skill by Using Simulation Technique, (STAIN Padangsidimpuan, 2012), p. 7.

research will complete and contribute a finding in speaking teaching focus to enrich knowledge in language teaching literature for students.

CONCLUSION

After analyzing the data, it can be concluded that simulation technique improved students' self-confidence in speaking ability at grade X SMA Negeri 8 Padangsidempuan with 2.99 %. It based on the mean score in which students' self-confidence in speaking ability in cycle 1 was 5.77 % (almost very good) and became 8.71 % (almost very good) in cycle 2. The research consists of three test and two cycles. From the spoken test, the mean score of the students showed improvement. The mean of the first test 5.0 % (almost good), the first cycle was 6.25 % (good), the second test was 6.57 % (good), the second cycle was 7.84 % (almost very good), and the third test was 8.53 % (almost very good).

The Suggestion

Had been described simulation technique improved students' self-confidence in speaking ability in English, and implication of the result goes to English teachers of High School. The English teachers can apply the simulation technique in teaching and learning process. By simulation, students will feel like in real situation and contextual learning. Simulation with all structures creates students' self-confidence in speaking ability be better than before and it must be relevant to the social environment and real situation.

The result of this study showed that the use of simulation improved students' self-confidence in speaking ability. The suggestions are special to the teachers, students and other researchers. Therefore, the following suggestions are offered:

- a. Simulation technique is such activities can create interest and relieve tension in difficult curriculum areas, and can be used as an alternative way of English teaching.

- b. For the teacher, it is very wise to use simulation technique in teaching speaking because this technique can stimulate students to pick the students up to be like in real situation and the students' self-confidence will be improved directly.
- c. For the students, it is hoped that by using simulation technique the students more interested in studying English speaking, because simulation technique provides free time to improve the students' self-confidence.

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