NEED-BASED LEARNING: THE SIMULATION APPROACH IN ENGLISH TEACHING

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Abstract:

The success of learning depends on a variable of students' need. Thus, this study aimed at exploring the students' need for learning and examining the students' speaking improvement in English teaching through the simulation approach. It was a mixed method research applied the combination of a qualitative and quantitative design. 30 participants of the second semester students of English Education department at the Universitas Iqra Buru were involved as the participants of the study. In collecting data, the researchers employed the observation and interview to know the students' need in learning and the speaking test in form of dialogue which administered in pretest and posttest to assess the students' speaking skill. Data were analyzed descriptively and inferentially using SPSS program. The results found that the students' need was to experience the real life learning based on their daily activities through the simulation approach that can improve their speaking skill.

Keywords: need-based learning, simulation approach, speaking skill

INTRODUCTION

A common problem frustrates the English learners in Indonesia is the learning outcomes they achieved over the years of learning has not been maximized and the results of learning could not make them are able to speak and communicate that language. As a consequence, they feel bored and poor attention on the subject, lazy to learn, and indifferent to the benefits of English even they assume that English is a language that fools the learners due to its different way of spelling from the way of its writing. These problems are still continuing and facing by English teachers as the constraints to be solved in improving their students' speaking skill so they need to be more creative and improvise in their teaching process (Bin-Tahir, 2012, p. 22; Salikin, et al, 2017, p. 81; Patahuddin, et al, 2017, p. 128).

Various efforts have been made by teachers and researchers to overcome the student's difficulties in English learning, both in the form of learning methods and strategies implementation as has been conducted by Hassal (2003, p. 1903) and Tahir & Hanapi (2017, p. 73), or the use of teaching media as has been applied by Crolotte (2005), Xiao (2007) and Salikin & Bin-Tahir (2017, p. 46), as well as the development of teaching models and textbooks as developed by Eranna, et al (2004, p. 111) and Zohrabi (2011, p.

213). These efforts must be appreciated as a form of the development of students' English language skills to be more competent. Unfortunately, these efforts seem to be a project that only applies in certain times or places and facilities without noticing the students' need for learning. In other words, the implementation of programs or methods did not implement consistently and continuously. So it is necessary to take into account of the students' need and to adopt a simpler, natural, easier, and economist approach for teachers to apply it in the learning process. Based on the survey results on students' need, the researchers tried to apply the simulation approach in teaching.

A simulation approach is a conventional approach that is very similar to the role play method. It is very easy and economical to apply in various classes and situations that are very effective in increasing the motivation and activeness of students to engage consciously or subconsciously in real life-based language learning. Based on this background, the researchers intended to apply a simulation approach in English learning at the University of Iqra Buru in order to measure the improvement of students' English speaking skill through this approach. The results of the study will contribute to the teachers in empowering a simple conventional approach in teaching and as the reference for the further researchers in this field.

REVIEW OF LITERATURE

The English curriculum is designed based on the needs and situations of learners so that the success of a learning program is also determined by the teacher's creativity to analyze his/her student's need in learning. Need analysis is the activities involved in gaining information that will serve as the basis for developing a curriculum which meets the learning needs (Brown, p. 7). Furthermore, Soriano (1995, p. 21) indicates that need analysis is to collect and analyze data to determine what learners "want" and "need" in learning. It is in line to what stated by Hutchinson & Water (1992, p. 9) that need analysis is the basis of "necessities" and "wants" in order to classify between what learners have to know and what feel they need to know.

The above definitions based on their concept of needs around the terms of "wants", "lack", "gaps", and "necessities". All these terms have the different interpretation from one individual to another but they agree that there are external factors influences the need such as time, culture, behavior, attitude, etc. The purpose of conducting the need analysis is to fill the "gap" of what a language teaching program "lack" and determining the "need" and "want" for a certain group of people. Thus, the researchers conducted an analysis of student's needs in English learning using the observation and group-interview before conduction the experimentation to improve the students' English speaking skill.

Speaking is the process of delivering the idea to the hearer. It is determined the rules that should be applied in a communicative situation. Clark (1994, p. 243) argues that speaking is the process which leads to the product of putting the idea into words. According to Chaney and Burk (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of context. It is in line with what stated by Grognet (1997, p. 136), speaking is one of the skills that have to be mastered by students in learning a language. It is an essential tool for the communication success.

There are four components of speaking skill introduced by Heaton (1975, p. 98), they are; accuracy, fluency, comprehensibility, and content. Accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar, and word choice so it can be understood. There are three components of accuracy. They are pronunciation, vocabulary, and grammar. Meanwhile, Greider & Hines (1997) defined fluency as; 1) The quality of flowing, smoothness, freedom from harshness, 2) The ability to write or to speak easily, smoothly, expressively, readiness or smoothness of speech.

Comprehensibility is the process of understanding of the utterances sent by the speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say. Harmer (2002) says that if two people want to make a communication to each other, they have to speak because they have different information. If there is a 'gap' between them, it is not a good communication if the people still confuse with what they say. Jacob (in Bin Tahir, 2012, p. 99) explains that content should be clear to the listener so that they can understand what the messages convey and gain information from it. Content refers to how suitable or substantive the explanation toward the object to be explained. To have a good content in speaking, the contents should be well unified and completed.

Teacher should know the characteristic of successful speaking activity, Ur (1996) stated the characteristics of a successful speaking activity: 1) Learners talk a lot; 2) Participation is even; 3) Motivation is high; 4) Language is an acceptable level in which learner express themselves in utterances that are relevant, easily comprehensible to each other, and acceptable level language accuracy. This study focused only on the improvement of students' speaking fluency using simulation approach.

Simulations are very similar to role play but what makes simulations different then role play is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Kayi (2006) said, simulation is entertaining moreover, it can motivate the students. And also according to Faulkner & Harmer (1999, p. 274), simulation is students' simulate a real-life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thought and feeling they do not necessarily share.

Nunan & Carter (2001) mentions the steps of simulation such as; 1) Teacher explain the characteristics and simulation purposes; 2) Teacher give an introduction to simulation, explaining the roles, choose role holder, explaining the procedure and give materials; 3) Implementation of the simulation, 4) Teacher leads a discussion of follow-up.

Simulation has many advantages. First, since they are entertaining, they motivate the students. Second, as Hamer (1984) suggests, the increase the self-confidence of hesitant students, because simulation activity, it will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. Grubber (2010) stated that self-confidence is an attitude that you hold about yourself that allows you to move forward and achieve your goals. Shank (2013) has described the following advantages of simulation teaching method; a) Student-teachers are helped in a variety of ways through simulated training. It helps in developing self-confidence among them; b)

This technique helps in linking theory with practice of teaching; c) Student-teachers are given an opportunity to study and analyze critical teaching problems; d) Student-teacher understands the behavior problems of the classroom and develops insight to encounter them; e) Simulated training provides feedback to student teachers to modify their behavior; f) It helps in developing social skills like social manners and etiquettes among the student-teachers; g) There is self-monitoring in simulated-training. It reinforces the student-teachers for the desired behavior; h) It helps in developing efficiency in student-teachers and in predicting consequences of teaching before going to the actual classroom.

Based on the explanations, the researchers tried to explore the students' need in English learning by empowering the simulation approach and to examine the students' speaking improvement in English acquisition after teaching them by using the simulation approach.

METHOD

The study applied a mixed method design that combines the qualitative and quantitative method in collecting, analyzing, and integrating data to provide a better understanding of the research problem (Creswell & Clark, 2007). In qualitative design, the researchers employed phenomenal study to explore what the students need in learning then preparing the material based on their need, while in quantitative approach, the researchers applied a pre-experimental design namely one-group pre-test and post-test design. A single case is observed at two-time points, one before the treatment and one after the treatment, where the researchers did an experiment in a single group or class only (Gay, 2006).

The population of this study was the second-semester students of English Education Department of the Universitas Iqra Buru in academic year 2016/2017 which consisted of one class with 30 students. Thus, all students involved by census sampling in this study as the participants (Creswell, 2008).

The instrument of this study was the observation and interview to explore the students' need in English learning which administered before the experimentation and the speaking test in form of dialogue which administered in the pre-test and post-test after a phenomenal study to assess the students' speaking skill. Data of qualitative have been analyzed using the interactive model by Miles et al. (2013), they are data reduction, data presentation, and conclusions and verification. The speaking test aimed to measure the students' achievement in speaking skill. Data on students' speaking achievement has been scoring using Heaton's scoring rubric (1975, p. 100). In calculating the mean score and standard deviation, the t-test value and consulting t-table value to see the difference between pre-test and post-test, the researchers employed the SPSS program version 17.0.

RESULTS

Based on the observation and interview, the researchers found that the English learning material which applied at the University of Iqra Buru still focus on the grammar and reading the scientific material that cannot meet the students' need to be competent in using and speaking that language. Whereas the basic competence to be achieved from learning is that students are able to communicate orally in English. The researchers then conducted a group-interview to explore the students' needs in learning. The interview results indicated that students want to focus on using and speaking the language without strengthening the

grammar or scientific reading that is difficult to understand and apply in the oral communication as can be seen in the extract of the interview results below:

“We didn’t understand the English material taught by lecturers whereas we learn English because we want to know how to speak and communicate with native or non-native speakers of English in our daily interaction and communication” (Students: SY, HM, RW, RB, and IZ).

The data indicated that the lecturer did not take into account the students’ need and students’ situation level in learning. The interview results indicated that the students need to improve their speaking skill that focusing on the components of fluency and comprehensibility, less of grammar, contextual learning, and more chances for practicing the language based on daily activities. It can be seen in the extract below:

“We need to communicate fluently in English including our daily interaction and involving the real life learning without focusing on the grammar and more practicing the language” (Students: HM, IZ, MD, IR, HH, SS, and ABW).

Based on the interview results, the researchers then provided the speaking material by adapting and adopting the existing material in the course book and preferred the simulation approach to meet the students’ need in enhancing their speaking skill through the experimentation. The results of the experimentation then are scored and analyzed to see the frequency and percentage, the mean score, and the t-test result. The frequency and percentage of the students’ speaking achievement in pretest and posttest can be seen in table 1 as follows:

Table 1: The Frequency and Percentage of Students’ Speaking Achievement in Pretest and Posttest

Range of Score	Classification	Pretest		Posttest	
		F	%	F	%
86-100	Excellent	0	0	10	33.3
71-85	Very Good	0	0	12	40.0
56-70	Good	3	10.0	5	16.7
41-55	Average	11	36.7	3	10.0
26-40	Poor	16	53.3	0	0
≤ - 25	Very poor	0	0	0	0
Total		30	100	30	100

Table 1 shows that most of the students in pretest were in a low category. The aggregate percentage of pretest categorized as low achiever as poor classification was 16 students (53.3 %), the average category was 11 students (36.7 %) and 3 students were in good category (10.0%). While in posttest shows the students’ score achievement improved after the treatment. The aggregate percentages of students in posttest categorized as 3 students were in average category (10.0 %), 5 students were in good category (16.7%), 12 students

were in very good (40.0%) and 10 students were in the excellent category (33.3 %). The score distribution in pretest showed the difference from posttest. After conducting the treatment, the scores show that the posttest score was higher than pretest.

After tabulating the frequency and percentage of the students' score, the researchers calculated the mean score and the standard deviation of the students' score in pretest and compared them with posttest as can be seen in table 2.

Table 2: The Mean Score Standard Deviation of Students' Speaking Achievement

	Mean Score	N	Std. Deviation	Std. Error Mean
Pretest	42.63	30	2.10	11.54
Posttest	81.70	30	2.72	14.92

The data in table 2 shows the main score of pretest and posttest was different. This means that there was an improvement of the students' speaking skill after giving the treatment. The table also shows the main score of the pretest was 42.63, the standard deviation was 2.10 and standard error score was 11.54, while in the posttest was 81.70, the standard deviation was 2.72 and standard error was 14.92. The main score of both pretest and posttest were different after the treatment. It means that the main score of posttest was higher than pretest ($81.70 > 42.63$).

The hypothesis was tested by using inferential analysis. In this case, the researchers used t-test (testing of significance) or paired samples for independent sample test, which is a test to know the significant difference between the result of students' mean score of the pretest and posttest.

Table 3: The Probability Value of T-test on the Students' Speaking Achievement in Pretest and Posttest

Fluency	T	2 Tailed Value	(α)	Remarks
Pretest and Posttest	19.821	.000	0.05	Significantly different

Table 3 shows the significant differences between pretest and posttest scores. Assuming that the level of significance (α) = 0.05, the only thing which is the need, the degree of freedom (df) = 30, where $N1 - 1 = 29$ is 1.699. The result of computed t-test in SPSS is 19.821 and it is more than 1.699, it means that Alternative Hypothesis (H1) is accepted and Null Hypothesis (H0) is rejected. In the other words, the use of simulation approach in teaching speaking is effective to improve the students' speaking skill.

DISCUSSION

The description of qualitative results convinced that the effective learning could be realized by conducting the need analysis of student's needs in learning. It is in accordance to what stated by Soriano (1995, p. 21) and Hutchinson & Water (1992, p. 9) the success of learning outcome depends on the teacher's consideration to what students want and need in learning and to the necessity of what should be learned by the learners. It is proofed by

students' learning achievement through the experimentation using a simulation approach based on their wants and needs in learning.

The description of the collected data in the experimentation through speaking test in posttest showed the significant improvement after giving the treatment. It proved by the mean score of the students' posttest score (81.70) was higher than pretest (42.63). Thus, the use of simulation approach in teaching speaking improved the students' speaking skill. It proved by α (0.05) value of the students' posttest was higher than P-value (0.00). It convinces to what stated by Kayi (2006) and Harmer (2002, p. 274) that the simulation can increase the learning achievement due to its functions of entertaining and motivating the students to learn in a real life context.

The improvement of students' speaking skill is also supported by material content applied in the simulation approach based on their daily activities experience. The students practiced being fluent using English words and sentences. They repeated the sentences twice or three times or several times in order to get the smooth flow of speech. Besides, they felt more confident to express their idea and act naturally. It is in line with what stated by Shank (2013) and Hamer (1984) that simulation approach increases the self-confidence through the role responsibility and guarantees the students to have an efficient communication.

Although the students' score improved in the posttest, there were some students' lacks English vocabulary and pronunciations that make them difficult to speak fluently. They made some pauses, halting, and repeated words several times in speaking due to the lack of their vocabulary mastery. This condition automatically influenced the rhythm of their speaking. However, in implementing the simulation approach, the students spoke confidently and bravely. They share their ideas and exchanged their information with the other friends. The students who have good confidence can speak well and help them to overcome their speaking problem.

CONCLUSION

Based on the results and discussion, the researchers interpreted that the use of simulation approach in teaching speaking can improve significantly the students' speaking skill and it is appropriate to be implemented for the university students. It proved by the mean score of the students' posttest score (81.70) was higher than the pretest score (42.63).

The results of this research can give some contributions for the teacher and lecturer to adopt and adapt the simulation approach in English teaching process consistently that can make the learning activities more fun, enjoyable, and make students be brave to speak smoothly and confidently. The result also has some limitation in which this study applied to a small number of participants and employed the pre-experimental design. Thus, it recommended for the further researcher to be more explored and examined the students' speaking skills using the quasi-experimental design or by applying the other of research methods.

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