



# The Effect of Using Real Life Simulation and Language Game on Students Speaking Skill for Grade Ix Students of Junior High School

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## Abstract

The study delves into the realm of language pedagogy, focusing on the enhancement of Grade IX students' speaking skills at SMP Negeri 2 Merek. The research undertakes an analysis between two innovative language teaching methods, Real Life Simulation and Language Game, aiming to discern their respective impacts on oral proficiency. By exploring how these methods influence students' speaking abilities, educators can gain valuable insights into creating dynamic and effective language learning environments. The subject of this research was 90 students from three classes of ninth-grade students at SMP Negeri Satu Atap 2 Merek. The study employs pre-tests and post-assessment tests to collect comprehensive data. The analysis of this research was completed using t-test and two-way ANOVA from empirical experiments. The result of the use of Real-Life Stimulation indicate that the method's impact on speaking abilities has a significance value of  $0.003 < 0.05$ . This demonstrates that kids' speaking skills are significantly impacted by the Life Simulation. On the other hand, The use of Language Game indicate that the significant value of the impact of cognitive ability level was found to be  $0.000 < 0.05$ . This demonstrates that students' authentic materials technique has a major impact on their speaking skills. In conclusion, Real Life Simulation and Language Game methods are able to improve student speaking skill. For English teachers, it is recommended to apply this model in teaching English speaking mastery in the classroom to improve students' speaking skill. The findings are anticipated to contribute significantly to the ongoing discourse on innovative language teaching methodologies and their potential to enrich students' speaking skills in secondary education settings.

**Keywords:** *speaking skill, real life simulation, language game*

## **Introduction**

Language is an important element in our daily lives. By using the language, we are able to communicate with each other whether it is spoken or written language. Language is as systematic way of combining smaller units into larger units for the purpose of communication (Thomas, Linda et al 2004:6). Language is also a mediator used by people to transfer what they have in their mind to others such as talk to friends, communicate between wife and husband, teach the students, etc.

Manik, et al 2022 Language is a tool of communication between one and another. In daily life, people interact, share their feeling, experience, and idea by using language. It can be in written or spoken form. Brown (1987: 4) communication system using sounds that are spoken through speech organs and heard among community members, and uses the processing of vocal symbols with conventional meanings arbitrarily Herman et. al., (2021:4). Language also has an important part in human life, they can ask and get. Information by using language. Everyday people will use language. There is so many languages in this whole world, one of them is English. In Indonesia, English is one of the subjects which is taught from elementary up to university. By mastering English students can enrich their information and their knowledge also because most books are available in English. English is not only important in the education field, but also for business and technology Herman et. al., (2020:2-3).

By that statement, people need to learn English. English has four main skills: listening, speaking, reading, and writing. Writing is one of language skill by which students can express their ideas in written form. It means that the students to be able to write correct sentences into a good text. Most of the students say that writing is a difficult task to do because of its complexity.

Language is system of communication consisting of sounds, words and grammar used by the people of particular country or profession (Cambridge, 2008: 3, cited in. Rosidy, 2010:11). It means that in a certain profession, language has a very important role, especially when communicating or transferring the idea or knowledge. To be successful in communication, a speaker has to share the idea, knowledge and keep the context with the people he or she is talking. In communication, a certain language can hardly be separated from speaking ability. The speaking ability is to speak a certain language with many interesting insights into interpersonal communication through speech.

When communicating some information to other people, speaking ability or skill plays important role. It can give a lot of advantages to the speaker. The speaker can influence the listener by applying his speaking ability. According to Chomsky (2006:49), "Competence is the ideal language system that makes it possible for speakers to produce and understand an infinite number of sentences in their

language, and to distinguish grammatical sentences from ungrammatical sentences.”

English as an international language needs to be taught for the development of science and technology, culture and also the relationship between countries in the world. Ramelan (1992:2) states that English as an international language plays an important role for specific function like education, business trade, tourism, science, technology and other fields of life. Because of the importance of English, we have to give special attention to the English teaching learning in our country.

In the contemporary landscape of education, the acquisition of language skills has assumed a paramount role, gaining heightened importance within the broader framework of global communication. The ability to proficiently communicate through spoken language is widely acknowledged as a cornerstone for effective interpersonal interaction and academic success. As educators grapple with the evolving demands of an interconnected world, there is a growing emphasis on adopting innovative and impactful methods to facilitate language learning experiences.

This research endeavors to contribute to the ongoing discourse by delving into the realm of language acquisition within the specific context of Grade IX students at SMP Negeri 2 Merek. Recognizing the critical juncture at which these students stand in their educational journey, with the impending challenges of higher-level studies and future professional endeavors, the study focuses on evaluating and comparing two distinct teaching methodologies: Real Life Simulation and Language Game.

Brown (2022:8), an expert in language education, emphasizes the importance of authentic and contextual learning. Real Life Simulation, as one of the teaching methods under scrutiny, involves creating authentic scenarios that mirror real-world situations, thereby providing students with immersive and practical language experiences. This approach aims to bridge the gap between theoretical language knowledge and its real-world application, fostering a more dynamic and contextualized understanding of spoken language.

Ryan, (2022:15), a psychologist specializing in motivation, also suggests that simulations can enhance intrinsic motivation. By immersing learners in realistic scenarios, they are more likely to be motivated to actively participate and communicate effectively. It is like Susan, (2019:12) a researcher in language development, says that real-life simulations can contribute to the development of communication confidence. As learners practice speaking in various situations, they become more comfortable expressing themselves in the target language.

The use of real-life simulation methods for teaching speaking skills, emphasizing the benefits of authenticity, motivation, experiential learning, cultural competence, technology integration, feedback, and collaborative learning. However, it's crucial to carefully design and integrate these simulations into the curriculum to ensure they align with the specific goals and needs of the learners.

On the other hand, Language Game represents an alternative teaching strategy, introducing an element of gamification into the language learning process. By infusing elements of play, competition, and problem-solving into the educational setting, Language Game seeks to engage students in a manner that is both enjoyable and educational, potentially enhancing their motivation and retention of language skills.

Krashen (2023:11), Language Acquisition Theorist, suggests that language acquisition occurs when learners are exposed to language that is slightly beyond their current proficiency level. Language games can provide a context for this type of input, allowing learners to engage with the language in a playful and enjoyable way. Language games can also create a relaxed and enjoyable environment where learners can communicate spontaneously, contributing to the development of fluency and communicative competence to fulfil the opinion of Piaget,(2019:6) Cognitive Development Theorist, that emphasizes the importance of active engagement in the learning process. Language games can be designed to be cognitively stimulating, encouraging learners to think and respond creatively in the target language.

The use of language games for teaching speaking skills, highlighting the benefits of meaningful communication, playfulness, movement, social interaction, and creativity in the language learning process. However, it's important to integrate language games thoughtfully, ensuring they align with the learning objectives and preferences of the learners.

Based on the explanation above, the two methods, Real life Simulation and Language game, are affective in teaching speaking skill for students. So the primary objective of this research is to assess and compare the effectiveness of these two methodologies in specifically enhancing the speaking skills of Grade IX students. The choice of SMP Negeri 2 Merek as the study's focal point adds a localized dimension, recognizing the uniqueness of the educational context and the students involved. Through rigorous analysis and empirical investigation, the research aims to provide insights into the practical implications and outcomes of implementing Real Life Simulation and Language Game within the targeted educational setting.

Ultimately, the findings of this study may not only contribute to the academic discourse surrounding language acquisition but also offer practical recommendations for educators seeking to optimize their teaching methods for enhancing the speaking skills of students. In an era where effective communication is a key competency, the outcomes of this research may have implications beyond the specific context, potentially influencing broader pedagogical practices in language education.

## Method

The researcher was conducted the research by using Quantitative Research Design Approach, specifically in Quasi-experimental. Sugiono, (2015) stated that the Quasi-experimental approach is a comparison method in which various groups are given different chances and show variations in quantitative metrics, such as student test scores. This technique has dominated educational research for centuries, but it is being supplanted by more diverse approaches. Experimental research methods are more adaptable and have long been utilized in assessment initiatives. The purpose of the experiment is to compare and contrast the effect of using Real Life Simulation and Language Game methods on students' speaking skills. In experiments, participants will not be assigned to groups at random. The population of the research were the students in the ninth grade of SMP Negeri 2 Merek which consists of 90 students and divided into three classes. The following followings table describes the number of the Ninth grade of SMP Negeri 2 Merek.

The researcher follows the data collection processes, which are detailed below, to obtain the data:

1. The researcher did pre-testing on both experimental classes:
  - a) The students listen the phrase or instruction from the application Real Life Simulation and Language Game methods
  - b) Ask the students to practice the certain words or sentences from the implementation both of Real-Life Simulation and Language Game methods.
2. Using the pre-test data, the researcher was determined the sample's homogeneity
3. Once the researcher has determined that the data is homogenous, the researcher was provided therapy to two experimental classes utilizing the Real-Life Simulation and Language Game methods.
4. The researcher was gathered the data after giving the students a post-test as a sample.
5. The researcher was examined the hypothesis by using t-test
6. The researcher was concluded.  
and technique of analysis data by using T-test and Anova Test.

## Results

### Students Achievement Using the Life Simulation the Experimental Class

Students' speaking proficiency is evaluated using the speaking Skill test instrument, which has already passed validity, reliability, and several other assessments. Table 4.1 demonstrates that the Life Simulation users in the experimental class had an average score of 61.73 for speaking skills, with a standard deviation of 9.89. Furthermore, it's possible that the 14 kids in the experimental class—or around 53% of the Life Simulation students—had grades

that were higher than the average for the group. Furthermore, descriptive statistics on test scores for low group students in the experimental class employing the Life Simulation are provided in the following table of calculation results using SPSS:

**Table 1.** Real Life Simulation in the Experimental Class

		Statistic	Std. Error	
E.R	Mean	61.7308	1.94031	
	95% Confidence Interval for Mean	Lower Bound	57.7346	
		Upper Bound	65.7269	
	5% Trimmed Mean	62.1368		
	Median	65.0000		
	Variance	97.885		
	Std. Deviation	9.89367		
	Minimum	40.00		
	Maximum	75.00		
	Range	35.00		
	Interquartile Range	15.00		
	Skewness	-.591	.456	
	Kurtosis	-.501	.887	

The experimental class's average score of 61.73 on the speaking skill ability test is shown in Table 1, The figures for the lower and upper boundaries show how the average value changes as the sample size increases. The lower limit indicates the lower bound of the average value, while the upper bound is the greatest value that can be obtained by enlarging the sample. It is clear that there is variance in the study's mean value.

### **Students Achievement Using Language Game in Experimental Class**

Students in the experimental class using the Language Game had an average speaking ability score of 79.28 with a standard deviation of 6.75, as shown in table 4.1. When we compare these two groups, we can observe that the students' higher score in the Language Game methods is 17.55 points apart on average. The results reveal that students with higher Language Game will also have better speaking abilities, indicating the effect that these students have on the speaking accomplishment of students in experimental classes. Language Game (LG) students in the experimental class had more variable scores than the Language Game (LG), as can be shown by looking at the standard deviation numbers.

Furthermore, descriptive data on student test results using Authentic Materials for students in the experimental class can be seen in the calculation results table using SPSS below.

**Table 2.** The Language Game Class

		Statistic	Std. Error
E.S	Mean	79.2857	1.80484
	95% Confidence Interval for Mean	Lower Bound Upper Bound	75.3866 83.1848
	5% Trimmed Mean	79.4841	
	Median	80.0000	
	Variance	45.604	
	Std. Deviation	6.75310	
	Minimum	65.00	
	Maximum	90.00	
	Range	25.00	
	Interquartile Range	10.00	
	Skewness	-.575	.597
	Kurtosis	.133	1.154

According to Table 2, the average speaking skill ability test result for the experimental class's pupils in the Language Game group was 79.28. The group image's findings make it clear that the average value of the study's variance is rather near to the actual estimated average value. This proves that the average obtained may be thought of as representative of the population's average value. The control group's score ranged from 65 to 90, with a maximum of 90 awarded to them. Has a median score of 80 and a value of -0.575?

**Findings**

**The Improvement of Student’s Achievement by Using Life Simulation (RLS)**

In this study, the Life Simulation (RLS) was utilized to gauge how well the students spoke using pre-experimental research. The following might indicate that student speech has improved:

**Table 3.** Mean Score of Pre-Test and Post-Test

Kind of Test	Mean Score	Improvement
Pre - Test	39.66	45.21%
Post - Test	86.30	

The table above showed that the students' mean score of pre-tests was 39.66 while the students' mean score in post-test was 86.30. It was analyzed that there was improved of students' speaking after applied Filling Gap Technique in the class (45.21%).

### **The Significant Testing**

From the t-test, the researcher found that the value of t-test (11.501) was greater than the value of t-table (1.68957) on alpha level @ or level of significance  $p=0.05$  at the degree of freedom (df) of 35. It's the result of teaching the students' speaking through Life Simulation. The greatest score post-test of the experimental Life Simulation group was 95 and 80 for the controlled group, while the minimum value of the experimental Life Simulation model group was 55 and the controlled group was 50 and the mean score from the experimental group was 82,500 and 75.300 for the controlled group mean. the greatest score post-test of the experimental Life Simulation group was 95 and 85 for the controlled group, while the minimum value of the experimental Life Simulation group was 50 and the controlled group was 50 and the mean score from the experimental group was 82 and 75 for the controlled group mean.

From the t-test, the researcher found that the value of t-test (11.501) was greater than the value of t-table (1.68957) on alpha level @ or level of significance  $p=0.05$  at the degree of freedom (df) of 35. It's the result of teaching the students' speaking through Language Game. The greatest score post-test of the experimental Language Game methods group was 95 and 80 for the controlled group, while the minimum value of the experimental Language Game model group was 74 and the controlled group was 60 and the mean score from the experimental group was 77,100 and 60.130 for the controlled group mean. the greatest score post-test of the experimental Language Game methods group was 90 and 70 for the controlled group.

The researcher discovered that the pupils' speaking skills had improved based on the t-test results. This indicates that the pre-test results before and after the teaching and learning process utilizing the Language Game methods in the classroom were significantly different. It was possible for the students to expand their new experience and knowledge since they were taught and practiced speaking to certain words in the classroom using Language Game method. It is clear from the data that the pupils' performance has improved.

### **The Improvement of Student's Achievement by Language Game Method**

In this research, the researcher used a pre-experimental research to measured improved the students' speaking through the Language Game method. The result of improved students' speaking could be present in the following:



**Table 4.** Mean Score of Pre-Test and Post-Test

Kind of Test	Mean Score	Improvement
Pre - Test	46.00	48.16%
Post - Test	88.47	

## Discussion

### **The Effect of the Real-Life Simulation on Students' Ability in Students' Speaking Skill.**

The different techniques employed for the experimental class and the control class are part of the research design that was developed from the start. While students in the control class study by conventional methods, those in the experimental class learn utilizing the Real-Life Simulation. According to the data description findings, kids in the experimental class score higher on average than students in the control group for speaking skills. In terms of speaking skills, students in the experimental class score an average of 67.87. The students in the control group scored an average of 59.48 on the speaking skill ability test. Considering the differences in these numbers and the professional ideas that have previously been investigated, the Real-Life Simulation affects students' speaking skills.

Students in the experimental class engaged in more active learning than those in the control class. When given the chance, students in experimental classes are more likely to volunteer and ask questions. In the meanwhile, few control class students were willing to speak up without the teacher's appointment; most of them tended to be quiet and ashamed to do so.

### **The Effect of the Language Game on Students' Ability in Students' Speaking Skill.**

According to the results, the students' hearing proficiency was evident from their low speaking scores prior to using the English Language Game. It was as a result of the majority of pupils' speaking difficulties. During the first session of therapy, the researcher discovered that the majority of students had trouble hearing because they were still having trouble pronouncing certain sounds. From the second meeting to the last, they made an effort to pronounce certain sounds correctly and listened to the explanations the researcher offered them at the conclusion of each session. Following the last treatment meeting, after the researcher had used the Language Game in English teaching and learning, the researcher administered a post-test to gauge the students.

The technique that has the most impact on the speaking test is the Language Game where Language Game is a strategy or action to fill the price gap formed between two different price levels. A gap occurs when no price activity occurs between two price levels directly. From this method students easily accept learning and student achievement is very good. compared to the other technique, Language Game is superior and student achievement increases. This technique is very influential on student achievement, in the experimental class this treatment has been carried out and it is clear that it has a very strong impact compared to other techniques. It can be seen that other techniques get lower marks than this Language Game.

### **Conclusion**

The Life Simulation have an impact on students' achievement in speaking skills. In order to reach this conclusion, two-way ANOVA findings from empirical experiments were used. The test findings indicate that the method's impact on speaking abilities has a significance value of  $0.003 < 0.05$ . This demonstrates that kids' speaking skills are significantly impacted by the Life Simulation. Consequently, the average speaking skill ability score of students who studied using the Life Simulation was greater than that of students who studied using the traditional approach. This has a significant impact on students' speaking skills and accomplishments as, according to Life Simulation.

The use of Language Game materials has an impact on students' speaking achievement. The significant value of the impact of cognitive ability level was found to be  $0.000 < 0.05$  using the same test, the ANOVA test. This demonstrates that students' authentic materials technique has a major impact on their speaking skills. According to the findings, students who employ the authentic materials technique score higher on speaking skills on average than students who use conventional techniques. This suggests that the Language Game is necessary because it can improve student learning achievement when compared to students who use other techniques.

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