

DEVELOPING SPEAKING SKILL THROUGH THE SIMULATION METHOD

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ABSTRACT

The objectives of the study are to experiment simulation method and to know the differences before using the simulation method in pre-test and post-test. The method used to collect the data is classroom action research. It uses the simulation as an innovative method to develop the student's ability in speaking skills. The population of the study of second-grade hotel aria B of the Escola de Hospitalidade e Turismo Becora-Dili. The sample of the study was 20 students. The instruments used for the pre-test and post-test were administered to the students was a conversation between a guest and a hotel receptionist at the front desk. The result of data analysis proved that there are significant between before and after the implementation of teaching speaking skills. The classroom observation indicated that the process of teaching and learning skills using the simulation method was going well and most of the students enthusiastic. This method is considered one of the enjoyable activities for the students. It brings the effective for the teacher and students of vocational schools because they simulate reflect the real activities without worries to express their idea and glad to interact with the pairs spontaneously means that in a spontaneous manner and simultaneously means that at the same instant. The writer would like to address some useful suggestions to the local English teachers and students in Escola de Hospitalidade e Turismo Becora-Dili that the simulation method is a useful strategy for teaching speaking skills in the vocational school.

INTRODUCTION

The most important for language learning and acquisition are improvement the speaking skill. Speaking is an act conveying information or expressing out one's feelings. And it is considered as the result of reading and listening. For the learners,

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the most important purpose of studying language is speaking. Thus, the teachers should be known what kind of activity they could use in learning processes, so it may help the learners to improve their speaking skills.

Shughri (2007) says in her abstract of dissertation “the participating teacher's lack of pedagogical content knowledge and skills in addition to her inadequate English-speaking skills”. The students in the second year of secondary school are required to have at least basic communication. Unfortunately, they have a big barrier to practice because of various reasons. In the educational term, teaching and learning are the main processes of getting information which concerns the educational values. While the learner English for the speaking at the secondary school is more challenge. It is one of the difficult skills for second language learning in the world, including Timor-Leste. It as a new country where all aspects are still on progress. Most students feel that speak using a foreign language is hardest to perform in front of the class. It is due to a lack of motivation, self-confidence, and do not know what they will say. All these occur because of their minds are not yet ready, they are afraid and shy when they speak and wrong spelling, their friends will laugh at them because they also still have the minimum capability so unconscious that these mistakes are part of the processes of learning.

Burns and Joyce (1997) say that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Producing means that produce or result in some idea, sounds that form structurally. Receiving means that obtain some information on an idea form emissary to the receptor. Processing information means that how to transmit that idea or information. It's talking about the manner, the instrument, and the event that process information happens.]

Fayoumy (1997), Widdowson 1998 and Burns, 1998 explain that speaking also occurs, most of the time, in situations where participants or interlocutors are present, or factors facilitate communication. This idea related to the aspects of speaking is: speaking is happening in real-time. Speaking is face to face means that direct communication, how to give or transmit information and gestures, eye contact. So, for this aspect, if the teacher wondering to give information or ask the students level of understanding. For interactive aspects speaking as a discussion between two or more people. This also related to face to face or one to one or in a group discussion or assembly. The last aspect is speaking that happens in real-time, certainty correct because speaking never happens when you are sleeping, if it happens it means that you are a dream, speaking is real it is not imagination.

In the process of teaching speaking skills, the method of teaching as a key for success especially improving students speaking. For the student second year in vocational school, I am assumptions that to teach Speaking skill that easy to help students to improve their English is using simulation method because will offer more opportunity to the students to practice their ability how to speak English. Even the teachers and the students still faced difficult to speak English better because of a minim of practice and because of the methodology. Based on my observation of the technical vocational students some of them will directly be going to the industry and few of them will continue but they still face the problem for English speaking so with the simulation method for teaching will help the students to get survived their future

when they finish from the school. On the simulation method also have more concern with the students because they will have fun activity so the students more comfortable to speak to each other through the role that they are playing.

Simulation methods are ways or manner to imitate the operation of real-world systems, the idea or definition based on the oxford dictionary. The simulation will require that a model be developed representing characteristics, behaviors, and functions of the selected system or process. A good example of the usefulness of computer simulation. So, for the Escola de Hospitalidade e Turismo Becora-Dili is better to use the simulation method to help the students to develop or improve their English speaking rapidly. For instance, how to deal or have a conversation with a client as a receptionist. And, how to become a good waitress to give customer service or communicate with the client.

Speaking skills is important aspects form language study. Speaking skills also the ability to communicate effectively. This skill allows the students to convey the message in a passionate, thoughtful and convincing manner so the receptor understands the meaning of that information. For the student's second grade at Escola de Hospitalidade e Turismo Becora-Dili, the English language must require speaking or have speaking skills at least basic conversation in their area especially vocational school second year.

I have a concern about speaking skills for vocational schools because the students will face their field when they finish their studies in secondary. Some of the students will have the opportunity to continue their studies to explore or improve deeply their skills but some of them will stop and look for jobs. So, improving students' English speaking is an important phase while they are still in the second year in the vocational school.

The English language has 4 skills are writing skills, listening skills, reading skills, and speaking skills. All those skills are important the same between each other's because they must complete from one to another. For instance, writing skills has a link to the reading or speaking and listening it is related to how to write down some idea in a paper what we are thinking about, what we are listening and etcetera. Definition of every skill in language study are below: writing skill is a fundamental skill that in language study for the first time they actively try to produce language. So, writing is an important part of the process for conversation because what we will be saying or producing firstly in writing even only a nominal sentence or simple sentence. The second skill for language study is listening and this is the hardest skill for language learners. In English or other language has differences and similarities contrastive so it's the fundamental reason as I said listening it's quite hard. To improve listening can use audio, audiovisual such as a film, a movie. The third skill for English language study is reading. Through the reading, activity student improves fast their pronunciation, vocabulary and understanding or comprehension. The last skill for language study is speaking and this outcome is all the result of the three skills that I mentioned above.

All aspects that are described before are related to the language study. Language is an instrument for communication. Sweet, H. states that language is the expression of ideas by means of speech – sound combined into words. These ideas describe that language also use to express an idea, from the sound as a language

become a word and has a meaningful idea, which could be understood by the audience. Here raised two questions such as: does the simulation method improve student's English speaking? Are there any significant differences between pre-test and post-test before and after the implementation of teaching speaking by using the simulation method?

Input conducted pre-test for the students are selected to become sample for this research, the process is the Centre of activities. The researcher administered the questioner to the students in pairs to fill up for each student and did the simulation in front of the classroom without instructions from the researcher in order to measure the knowledge of students based on the topic before implementing the activities. Process teaching speaking skills by using simulation method the researcher taught speaking process by using simulation or role-play, involving the students in every single activity to be run smoothly such as; exercises and performed a simulation to others in the classroom from every student.

The output is the end of the activity the researcher administered post-test in order to measure the students speaking skills to prove the student's speaking skills develop or not. If the result of a student's speaking skill test is higher than the pre-test so the result of using a simulation method in teaching can improve student's speaking skills.

LITERATURE REVIEW

There are many definitions of speaking according to the expert's ideas. Harmer (2007) says that "speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language "on the spot"." Quaintly (1990) defines, speaking as the process of transmitting ideas and information orally in a variety of situations. Nunan (in Kayi, 2006) states speaking as the use of language quickly and confidently with few unnatural pauses, which is called fluency. Chaney, (1998), defines that speaking is the process of building and sharing meaning using verbal and nonverbal symbols, in a variety of contexts. Thus, the scholar concludes that speaking is the ability to produce the language through share their ideas or information. Mead and Rubin (1985) say that speaking is an interactive process in which an individual takes the roles as speaker and listener. In addition, Harris (1974) states speaking is a complex skill requiring the simultaneous use of a number of different abilities.

There are five elements of language study especially in speaking skills such as fluency, grammar, vocabulary, pronunciation, and comprehension. Fluency refers to one's ability to speak well English as quoted in Homby (1995) defines that fluency as the quality of being able to speak easily and enthusiastically. Grammar refers to one's ability to organize words into the sentences correctly. And the ability to apply grammatical rules appropriately. It is also stating by Homby (1995) that grammar is the study and practice of rules by which words change their forms and are combined into sentences. Vocabulary is a basic language, it is very important because people can say without vocabulary in their mind. As mentioned in Homby (1995) defines that vocabulary is the total number of words of languages that has the meaning. Pronunciation is essential in English speaking skill measures one's ability to pronounce English words correctly, so the audience can understand the meaning of

every single word that speakers pronounce. As cited in Homby (1995) defines that pronunciation is the way in which language is spoken. Comprehension is one of the many components that should be paid attention to increase students speaking skills. As cited in Homby (1983) states that comprehension is the power of understanding in a language.

Many definitions of simulation based on every area that used this method. (Bell, Kanar and Kozlowski, 2008) explain simulation is a synthetic environment is created to manage an individual's experiences to acquire attitudes, concepts, knowledge, and skills for purposes of improving performance. Otherwise Bound (Salas et al., 2009) states the teacher sets the parameters used to achieve the desired outcomes; hence, a simulation can only be effective if it engages students in the behavior or skill being developed by the principle of constructivism, students experience the reality of the scenario, make decisions within its context and obtain meaning from it. Excepted it (Mathieu & Martineau, 1997) explain because simulations are game-based and hands-on, proper motivation allows students to attain both training and enjoyment (Tharenou, 2001) states Simulations is increase interest, involvement, and enthusiasm toward the educational material. The simulated classroom setting our use of an avatar-based mode of performance assessment was chosen for several reasons. First, the simulated classroom environment promotes standardization, which, "has been a fundamental principle for assuring that all examinees have the same opportunity to demonstrate their standing on the construct that the test is intended to measure" (AERA, APA, & NCME, 2014).

Gower et-al defines "simulation or role-play when students take the part of a particular person such as a customer, a manager, a shop assistant, for example; as this person they take part in a situation, acting out a conversation.

METHOD

The research conducted in the second-year students of Escola de Hospitalidade e Turismo Becora-Dili by using a simulation method to improve students speaking skills. The study used Classroom Action Research. This study was chosen to implement the teaching technique in the specific class and a specific method is a simulation to find out solutions to the classroom problems in the teaching of speaking skills in vocational in Timor-Leste. In conducting this research, the researcher will work collaboratively with the students and local teachers. It is in line with the characteristics of Classroom Action Research proposed (Kemmis and McTaggart, 1988). The subject of the study is second-grade students of Escola de Hospitalidade e Turismo Becora-Dili as the sample, the total population is 44. It is consisting of two (2) class students in the second grade level of education class A and B tourism and hospitality and the sample of the research is 20 students Hotelaria B, they were 19 females and 1 male that's participated in this study. The research conducted in the second grade of the students of Escola de Hospitalidade e Turismo Becora-Dili which is in the Capital of Timor-Leste. on 14 July 2019 and the second meeting realized on 22 July 2019. The researcher organized one cycle that's consist; planning, action, observation, and reflection. The classroom action research applied

for a group it is students second-grade Hotelaria class B of Escola de Hospitalidade e Turismo Becora-Dili

The situation of teachers and staff of Escola de Hospitalidade e Turismo Becora-Dili was describe based on their rules of teaching and particularly responsibility each of them in the learning process.

Table 1 presents the Condition of Teachers and of the Staffs

No	Names	Conditions		
		Degrees	Positions	Subjects
1	Guterres	Master	Director & L.Inglês	English
2	Correia	Master	Management Turism	OTR
3	Belo	Master	Dezen.Area Original	Geo.Sociologi.tetum
4	Hornai	Master	Management Turism	OTMB
5	6	D3	Teachers	2 Beleza; 2 Culinaria 2 Cultura
6	21	Licenciate	Teachers	1 Adm., 7 Gestão Eco 2 L.Malaio, 1 Português 1 C. Turismo, 2 Turismo 2 Matematica, 2 Catequista 1 Multimedia, 1 Electro 1 L.English, 2 G.Turismo
7	Oliveira	Licenciate	management Hotel /English	Andares
8	Xavier	5º Ano	Português	General

Table 1 explained the academic degree and position of the teachers and the subject that they teach.

Table 2 School Facilities

No	Names	Items	Total	Notes
1	School Building	22 Units	22 Units	
2	Rooms	18 Units	22 Units	4 Rooms for Lesson
3	Administration and Library	3 Units	3 Units	
4	Computer	26 Pcs	26 Pcs	
5	Printer	1 Pcs	1 Pcs	
6	Tape Karaoke	2 Pcs	2 Pcs	
7	Microphone	2 Items	2 Items	
8	Toa	1 Item	2 Items	
9	Sanyo	2 Items	2 Items	2 Items
10	Sound System	2 Items	2 Items	
11	Tables for Teachers	39 Items	39 Items	
12	Chairs and Tables for Students	43 Items	43 Items	
13	Board	7 Items	7 Items	
14	Schedule for School	1 Item	1 Item	
15	Map of Timor - Leste	1 Item	1 Item	
16	Rubbish Bin	4 Items	4 Items	

17	Roll Cable	1 Item	1 Item	
18	Volleyball	2 Items	2 items	

Table 2 present the facilities of the Escola de Hospitalidade e Turismo Becora-Dili. The school has various facilities to support the teaching process.

Table 3 Distribution of student

Nu	Class	Sex		Total
		Female	Male	
1.	Class Hotelaria B	19	1	20

Table 3 showed the Distribution Class of the Second-grade students Escola de Hospitalidade e Turismo Becora Dili who were selected as the sample of this study.

Table 4. the list of second-grade students Hotelaria B, Escola de Hospitalidade e Turismo Becora Dili who were select and taught with speaking skill trough the simulation method

No	The name
1.	Baptista
2.	Mendonça
3.	Rego
4.	Soares
5.	Pinheiru
6.	.Fernandes
7.	Nunes
8.	Ximenes
9.	Andrade
10.	Marques
11.	Martins
12.	Lopes
13.	Mendonça
14.	Sarmiento
15.	Costa
16.	Conceição
17.	Santos
18.	Mota
19.	Babo
20.	Sarmiento

Table 5 present the list of the students

TABLE OF THE ATTENDANCE LIST OF STUDENTS

No	Name	Date		OBS
		14	17	
1.	Baptista	✓	✓	
2.	Mendonça	✓	✓	

3.	Rego	✓	✓	
4.	Soares	✓	✓	
5.	Pinheiru	✓	✓	
6.	Fernandes	✓	✓	
7.	Nunes	✓	✓	
8.	Ximenes	✓	✓	
9.	Andrade	✓	✓	
10.	Marques	✓	✓	
11.	Martins	✓	✓	
12.	Lopes	✓	✓	
13.	Mendonça	✓	✓	
14.	Sarmiento	✓	✓	
15.	Costa	✓	✓	
16.	Conceição	✓	✓	
17.	Santos	✓	✓	
18.	Mota	✓	✓	
19.	Babo	✓	✓	
20.	Sarmiento	✓	✓	

Research Procedures

The cycle of action research and the procedures of classroom action research took some steps as below as Kemmis (2011) has described a simple model of the cyclical nature of the types of action research (figure 3.4) that contain four steps such as; plan, act, observe and reflect.

CYCLE 1 only one cycle



Figure1 (Procedure of research)

Based on these steps, the detail procedures that will be done by the researcher consist of four steps, as follows:

Planning is the first step of the research procedure. This activity covered the problem identification, preparation including research instruments (pre and post-test), lesson plan, handout, observation sheets, student's attendance list and other resources that will support this researches. This is the most important step in conducting action research by knowing the problems and prepared the research instruments. In planning, the writer wants to improve the students' speaking skills. The writer will use the simulation method to develop student's skills speaking. There will be some steps like a pre-test, the teaching-learning activities, and a post-test.

Action this step the researcher started doing the following activities: (a) The researcher conducted a pre-test without using key answers during the test. (b) The researcher delivered the teaching and learning process by using simulation. (c) The researcher conducted a post-test for the students to know the difference between pre-test and post-test.

Observing is the activity of collecting data to supervise to what extent the result of “acting” reaches the objective. The data will take by using semi statistic data analysis. In this step, the researcher will collaborate with the English teacher of the respective school to observe the progress teaching by using the simulation method.

Reflecting is the activity of evaluating critically about the progress of the students, class, and the teacher. In this step, the researcher will observe whether the “acting” activity has resulted in any progress, what progress happened, and about the positives and negatives, of the activity.

The instruments that use to collect the data are three kinds of conversation such as; a guest Check-in a hotel for Pre-test and post-test teaching students and the same material for the teaching process. Here, the researcher used two kinds of research instruments such as:

The specific instruments that were used to measure students speaking skills through the simulation method in every cycle and collect the data from the content of the one fixed of pre-test item another one set post-test. In the first cycle I, the pre-test and post-test, students are tested speaking before teaching. The first activity is conducted pre-test for every student in pair did the conversation using simulation before the implementation by using a simulation technique as an innovative methodology to teach develop student’s speaking skills. And the implementation of teaching speaking skill by using the simulation method, the students administered the post-test is “conversation between a hotel receptionist and a guest”.

The researcher used an observation sheet to analyze the condition when the research held. It is observed by the researcher with the local English teachers to collect the data as follows:

Table 6 Evaluation Criteria as the Standard Measurement that is being use in the local school.

Nu	Component s	Score	Criteria
1	Meaning	very good (8 -10)	Expressing ideas clearly which is understandable and correspondences.
		Good to average (7.5 – 8)	The meaning of speaking is being intended.
		Fair or enough (5.5 – 7.4)	Limited expression and word meaning
		Poor or lowest (0 – 5.4)	Speak words but not sentence
2	Vocabulary	very good (8 -10)	Expressing appropriate Vocabulary
		Good to average (7.5 – 8)	Appropriate cohesive words (conjunction)
		Fair or enough (5.5 – 7.4)	Limited vocabulary
		Poor or lowest (0 – 5.4)	Creole or pidgin vocab.
3	Grammar	very good (8 -10)	Expressing ideas through the correct tenses
		Good to average (7.5 – 8)	Answer correctly (5W+H)
		Fair or enough (5.5 – 7.4)	Good word orders
		Poor or lowest (0 – 5.4)	Words forms errors
	Phonology	Excellent (8 -10)	Very good phonological awareness

4	Good to average (7.5 – 8)	Good accent
	Fair or enough (5.5 – 7.4)	Misspelling words forms

There is some technique to collect the data collections in this research as follows:
Observation.

Table 7 Classroom Observation sheet

Nu	Activity	Distribution		
		Excellent	Good	Fair
1	Pre-teaching		✓	
	a. Opening/greetings		✓	
	Q: "Good morning" A : "Morning madam"	✓		
	Asking Condition Q: "How are you today?" A: "I am good."	✓		
	Attendance Q: "listen to your name" A: "yeah teacher"	✓		
2	b. Introduction Material teaching		✓	
	c. Motivation		✓	
	a. Explanation		✓	
	• Teaching Speaking		✓	
	• Introducing simulation as a strategy		✓	
	• Simulation	✓		
	• Practice	✓		
	• Dividing into pairs	✓		
	• Post-test teaching	✓		
3	a. Concluding		✓	
	b. Post-test	✓		

Table 8 Process Observation Sheet

No	Process	Distribution		
		Excellent	Good	Enough
1	The teacher prepared the material of English with simulation		✓	
2	Students perform a simulation with speaking	✓		
3	Teacher observed		✓	
4	Students pay attention to teacher's Explanation	✓		
5	The teacher explains about simulation		✓	
6	The teacher introduces simulation to the students		✓	
7	Teacher combined speaking and simulation		✓	
8	The teacher asks the students difficulties		✓	
9	Students understand the teacher's explanation	✓		
10	Time for the students for preparation		✓	
11	Ask every pair to perform in front of the class	✓		
12	Teacher correct the students' performance		✓	
13	Students are brave to imitate	✓		
14	Students feel happy and enjoy the lesson	✓		

3.6 Technic and Data Analysis

Analyzing the result of the test

To analyzing the numerical data of this study, first, the researcher tries to get the average of students "speaking skills per action within one cycle. It uses the formula below:

Mean is the division between some of the student's scores total number of response. The researcher applies the following formula.

$$\bar{X} = \frac{\sum x}{n}$$

$\bar{X}$ = Mean

X = Score

Σ = Sum or add

N = Subject

$$B. \text{calculated with the } t \text{ test} = \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N - 1}}}$$

Apply *t-test* dependent means to determine there are some significant differences between the before and after the implementation teaching improving students speaking skills through the simulation method to the second-grade students of the Escola de Hospitalidade e Turismo Becora-Dili. The level of significance is applied for $\alpha = 0.5$

Interpretation

The result of numerical data between the *t-test* compare table is interpreted and described based at the level of significance $\alpha = .05$ that if there is a significant difference between before and after the implementation teaching vocabulary skill through pictures.

A descriptive technique is used to describe the non-tests through the classroom observation as the phenomenon of the student's behavior during the implementation of the teaching and learning process of speaking skills through simulation method as the strategy to increase the students speaking skill based on the classroom observation sheet that has been provided. Furthermore, the researcher also describes and analyses the process of implementation based on the process of observation sheet which will support the semi statistic data.

RESULT AND DISCUSSION

The data analysis and discussion about the conducting research result in developing speaking skills through the simulation method. The mean of scores of pre-test and post-test were directed to the second-grade II students of technical vocational school Escola de Hospitalidade e Turismo Becora-Dili, especially on Hotelaria B.

Pair simulation-open instruction was used in this activity for the speaking test in the first meeting of the classroom action research. When the researcher allowed the students to enter the classroom, there was noisy, some students spoke with their friend, some of the students were prepared to participate in the simulation. The researcher beginning the class of simulation with the short introduction to herself before gave the assignment of pre-test to the students otherwise the students did not surprise for them to participate in the simulation from new teacher and gave few minutes to every student to introduce their self as well before the teacher did

introduction to the topic “developing speaking skills through the simulation method. Based on this topic the researcher administered the pre-test 20 students in the class for fill up and prepared for performed simulation in the class. After did the pre-test the second meeting the researcher give instruction or teaching to the students about simulation and follow the lesson plan. The next steps are described as the process of teaching and learning in the class implemented simulation method:

1. Introduction with GLOSS (grab attention used a game complete the words, link with the prior learning, objective, structure, and simulation) before going to the content.
2. Providing conversation about the hotel receptionist and the guest to each of the students to read first and after that, they may have some questions about new words for them and that time the researcher clarified or provided some information based on the student's question.
3. Asking a volunteer student performed do a simulation in a conversation with the teacher as a guest and a hotel receptionist.
4. Explaining to the students before practicing their simulation in front of the class about “*Hotel Receptionist*” and prepared in 10 minutes.
5. Asking the group of pairs to practice their conversation in 2 minutes for each group including feedback from teacher about pronunciation, grammarless and other issues.

Consequently, there are 4 aspects that have have been observed such as Grammar, vocabulary, pronunciation, and meaning in the result below for each group

Table 7 presents the **mean of Pre-Test**

No	Student's code	Grammar (25%)	Vocabulary (25%)	Pronunciati on (25%)	Meaning (25%)	Scores
1.	J MB	6	7	6	5	6
2.	AM	5	5	5	5	5
3.	BCR	6	6	5	5	5.5
4.	DRMS	6	5	6	6	6
5.	LP	5	5	5	5	5
6.	EMAF	5	5	6	5	5.3
7.	FMHN	6	6	5	5	5.5
8.	LX	5	6	6	5	5.5
9.	MMA	6	6	6	5	6
10.	CSM	6	7	7	6	6.5
11.	JM	6	6	6	6	6
12.	HTCC L	6	7	7	6	6.5
13.	J LM	6	6	5	5	5.5
14.	LVS	5	5	5	5	5
15.	IJDC	6	6	5	5	5.5
16.	MSDC	5	5	5	5	5
17.	ASDS	6	7	6	5	6
18.	RFM	6	6	6	6	6
19.	SCJB	7	6	7	6	6.5
20.	ZMDCS	6	5	6	5	5.5
21.	Total					113.8

$$\bar{X} = \frac{\sum x}{n}; \bar{X} = \frac{113.8}{20} = 5.6$$

Therefore, the mean of the pre-test is 5.6

Because the mean of the pre-test of the students was low, the cause of the usual method was not really supporting the students to do the conversation, that's why the researcher taught by using simulation to get the mean up to the level average that's the local school stabilized.

Table 4.1.2 present the mean score of Post-Test

Nu	Student's code	Grammar 25%	Vocabulary 25%	Pronunciation 25%	Meaning 25%	Scores
1.	J MB	8	7	9	8	8
2.	AM	9	8	8	8	8.3
3.	BCR	7	8	6	7	7
4.	DRMS	7	8	9	6	7.5
5.	LP	9	7	8	8	8
6.	EMAF	8	7	7	6	7
7.	FMHN	9	8	7	8	8
8.	LX	8	8	9	9	8.5
9.	MMA	7	8	8	7	7.5
10.	CSM	7	6	8	7	7
11.	JM	7	6	8	9	7.5
12.	HTCCL	9	8	7	6	7.5
13.	J LM	8	8	7	6	7.3
14.	LVS	6	7	6	8	6.8
15.	IJDC	8	8	7	8	7.6
16.	MSDC	8	7	9	8	8
17.	ASDS	9	6	6	8	7.3
18.	RFM	6	7	8	8	7.3
19.	SCJB	7	7	6	8	7
20.	ZMDCS	8	9	6	6	7.3
	Total					150.4

$$\bar{X} = \frac{\sum x}{n}; \bar{X} = \frac{150.4}{20} = 7.5$$

Therefore, the mean of post-test is 7.5

After taught speaking skills for the students using the simulation method the mean up to 7.5 as local school requirements, because already passing so researcher did only one cycle of research.

The post-test was held on August 17, 2019. The researcher's activity at the beginning of the class checked the attendance record of the students. Then the researcher explained to the students how she would run the class for that meeting, especially change for fill up the conversation and preparing until they present in the pair for the others. The researcher gave additional time for 10 minutes. The time for discussion in 20 minutes. Then the researcher applied the simulation method. The followings were what the researcher did in the class about the simulation method used.

1. Asking the students to sit in the group of pair

2. Getting the students to fill up the form of conversation and preparing for practicing simulation
3. The researcher oriented the students prepared conversation between guest and receptionist based on the facts that are they got during the learning process
4. The researcher asked every group to present in front of the class as dialogue or conversation for two minutes
5. The researcher took the video record the record each conversation from every pair to be the evidence

Before the students present their conversation, during the preparation session the researcher walked around in the class to provided support for every student to have well prepared about a conversation between a guest and hotel receptionist. She also defined the new word for the students, clarified vocabulary, and pronunciation of words.

Table 4.1.3 the differences Result of Pre and post-test mean scores in cycle one

Student's code	Pre-test	Post-test	Differences	D ²
J MB	6	8	2	4
AM	5	8.3	3.3	1.8
BCR	5.5	7	1.5	2.3
DRMS	6	7.5	1.5	2.3
LP	5	8	3	9
EMAF	5.3	7	1.7	2.8
FMHN	5.5	8	2.5	6.3
LX	5.5	8.5	3	9
MMA	6	7.5	1.5	2.3
CSM	6.5	7	0.5	0.3
JM	6	7.5	1.5	2.3
HTCCL	6.5	7.5	1	1
J LM	5.5	7.3	1.8	3.2
LVS	5	6.5	1.8	3.2
IJDC	5.5	7.6	2.1	4.4
MSDC	5	8	3	9
ASDS	6	7.3	1.3	1.6
RFM	6	7.3	1.3	1.6
SCJB	6.5	7	0.5	0.3
ZMDCS	5.5	7.3	1.8	3.2
Total	113.8	150.4	36.6	68.1
Mean	X ₁ =5.7	X ₂ =7.5		

$$\text{Calculated with the } t \text{ test} = \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N - 1}}}$$

Level of significant is = 0.05

Degree of Freedom = 20

$$= \frac{36.6}{\sqrt{\frac{20.78.9 - (36.6)^2}{20 - 1}}} = \frac{36.6}{3.9} = 9.4$$

So, that the result *t-test* is 9.4, compared with the level of significant 0.5 and degree of freedom (*df*) = $N-1 = 20-1=20$. That is why the result of *the t-test* is 9.4 which is greater than *t* table is 2.086. Interpretation: based on the result of the *t* calculation, there are some significant differences between the mean score *pre-test* and *post-test* or before and after the implementation using simulation method to develop speaking skill to the second grade Escola de Hospitalidade e Turismo Becora-Dili, in the school year 2019.

Therefore, the English teacher and students of the local school are recommended that the simulation is a better manner to develop the student's ability of English-speaking skills. The simulation could help the students who have low, medium and high ability may interact among them to develop student's speaking skills spontaneously.

CONCLUSION

Based on the result of the calculation, there are some significant differences between the score of pre-test and post-test or before and after the implementation using simulation method to develop student's speaking skill to the second-grade student's secondary vocational school of Escola de Hospitalidade e Turismo Becora-Dili in the school year 2019. This is the fundamental reason why; simulation method should use to teach English language speaking skills to vocational schools to develop or improve the ability of students in terms of speaking.

The students of secondary school Escola de Hospitalidade e Turismo Becora-Dili, in the school year 2019 can speak English through the simulation this is why the simulation is considered a useful way to use in teaching and learning English Speaking in the classroom. It is indicated that the mean score of pre-tests is 5.6 is lower than the mean score of post-tests 7.5. And the result of pre-test and post-test compared through the level of significance is 0.5 with the degree of freedom is 20. (*df*) = $N-1=20-1=19$. So, after the mean score of pre-test and post-test were compared within the formula of *the t-test* is 9.4 is greater than *t* table is 2.086.

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