## Simulation and Role Play Techniques to Increase ESP Students' English Speaking Skill

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## Abstract

This paper discusses about the effectiveness of simulation and role play techniques on students' English speaking skill. This was based on some problems faced by students either in the process or production. To find out the effectiveness, simulation was treated in experimental group with 22 students, and role play technique was treated in control group with 27 students. These two group treatments were selected randomly by using cluster sampling from the population, the third year students of medical faculty of Baiturrahmmah University Padang which were classified into eight classes. This research was conducted for 8 meetings. After 8 meetings, the data were collected by the posttests and scored by two reviewers. Then the students' average scores from the two reviewers in the experimental group were compared to the students' average scores from the two reviewers in control group by t-test. The aim was to test the research hypothesis. From the calculation of t-test, t-observed yielded 3.89. The total case degree of freedom was 45 ((22-1) + (25-1)). T-table at the 0.05 p-level and 40 degree of freedom (the closest df) results in a figure of 2.02. This calculation reveals that t-observed could exceed the t-table. It means that the research hypothesis was statistically accepted, and null hypothesis was rejected. Therefore, the simulation technique gives better effect on students' English speaking skill than the role play technique.

Keywords: the Effect; Simulation; Role Play; Speaking Skill.
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## I. Introduction

Nowadays the focus of language teaching has been on promoting oral skills in order to respond to the students' need for effective communication in second or foreign language. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because only in that way students can express themselves and learn

how to follow the social and cultural rules appropriate in each communicative circumstance. Therefore, speaking is a crucial part of second and foreign language learning and teaching.

In this focus, there is a shift from accuracy to fluency has resulted in a range of communicative activities. The communicative activities done in the classroom should be based on the communicative approach which aims at developing the students' English speaking skills to exchange real information. By the communicative approach students are able to gain communicative competence in order to use the language for communication. In other words, learners need to learn how to use the target language in 'real life' situation in the classroom by asking them to speak and act out in front of the class.

In term of language use, the reality denotes that there are many undergraduate students who are still poor mastery in speaking English, and a few of students who have finished their study still have the same problem. This phenomenon drives that mastery of English as a second or foreign language (ESL or EFL) comes down to how well a student speaks. The mastery is aimed at enabling students to communicate effectively in clear and correct response in a style appropriate to the subject, occasion and audience. It is also aimed at the ability to use the language appropriately in social interactions. Moreover, it is to develop students' ability to exchange real information. In other words, enabling students to communicate effectively in English and to exchange real information in appropriately in social interactions is the aim which lies in mastering English.

Such aims are based on EFL students' need for effective communication in their second or foreign language. Another need is that it is important to improve students' communicative skills because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Achieving those communicative needs is greatly demanded in communicative approach as it is different from structural approach. Moreover, Tompkins (1998) examines three theoretical views of language: structural, functional, and interactional views. The role play and simulation follows from interactional view. This view sees language as a vehicle for the realization of interpersonal relations and for performance of social interactions between individuals. Therefore, English language teachers are highly valued teaching speaking and make speaking as a crucial part of second language learning and teaching.

In relation to the aims and the needs of English speaking skill, accuracy, fluency, linguistic competence, and appropriateness are essential to achieve the needs. To get this, learners need to learn how to use the target language in 'real life' situation of the classroom by asking them to speak and act out in front of the class. The English used in the classroom should be done in a variety of communicative activities. In sum, accuracy, fluency, linguistic competence, and appropriateness need to be considered in teaching speaking in the classroom.

However speaking English is still a problem for medical students at medical faculty in Baiturrahmah University. This can be seen from the *Bahasa Inggris III* grades. The content of teaching and learning *Bahasa Inggris III* is speaking. The topics are medicine information, part of human body: kidneys, stress, AIDS/HIV, asking and giving advice about disease, anemia, food poisoning, breast cancer, smoking, diabetes, respiration, accident, and allergy. The communicative functions that should be achieved by the students are greeting, expressing feeling, showing sympathy, granting and refusing request, asking and giving advice, order, expressing regret, expressing words of comfort, asking and giving for information,and identifying and diagnosing diseases.

After studying topics and practicing the communicative functions above, the students English speaking skill is still low. This low speaking skill can be reflected from the grades in academic year 2005/2006 and 2006/2007. In academic year 2005/2006, 195 students who were divided into 8 classes got A for 14.02%, B for 20.38%, C for 45.10%, and D for

21.60%. In academic year 2006/2007, 198 students who were classified into 8 classes got A for 10.12%, B for 15.25%, C for 55.45% and D for 19.18%. Those grades are based on the range used in Baiturrahmah University,  A for 80-100, B for 65-79, C for 55-64, D for 40-45, E for 0-39. These data show that each academic year more than 50% of the Medical faculty of Baiturrahmah University students got C and D. In addition, the data also reveal that the percentage of the students who got A went down compared with the previous year. In brief, those data prove that the Medical Faculty of Baiturrahmah University students still get difficulties in speaking.

Those speaking difficulties, according to the researcher's observation one of the teachers in the Medical faculty of Baiturrahmah University, are due to some problems. First, students lack of grammar, vocabulary and practice so that they are reluctant to express their ideas in English. Second, students just get practice in the classroom by a repetition of drill or memorization of dialogue. Third, when students are speaking, teachers tend to correct their mistakes directly, and this makes them embarrassed. Four, students feel bored during the English class because students are not facilitated with varieties of communicative speaking activities. In other words, the teachers use monotonous speaking activities. Last, not all students have chance to practice in front of the classroom due to the large class and time limitation.

Related to the problems above, simulation needs to be considered as an effective way to improve students' speaking. This teaching technique is still in moderate performance. It is proven by a research done by Noggle (2007) who studied the effectiveness of simulation in the literature class compared with role play. The students in her research were able to take the story, *The scarlet Letter,* beyond the structural novel and literary devices to acquire a deeper understanding of character, theme, language and historical perspective. Another study was conducted by Jasmansyah (2008) who searched the more effective techniques in teaching and learning English. From the questionnaire distributed to the sample, he found out that role play and simulation were more effective and interesting for the students to increase spoken interaction in EFL classroom. This was indicated by 63% of respondents stated that they were not sleepy and not bored studying by role play and simulation techniques. In simulation, students play themselves in a simulated or real setting situation. It is based on the demand that students should bring their background experiences into class and make their own decisions to what to talk. In addition to the students' background experiences and decision, in language learning simulation seems an effective technique for the students to motivate, to gain English fluency, to make use of the integration of skills, to stimulate active participation, and to reduce anxiety.  In role play students are motivated to speak and act out in front of the classroom although they are not equipped by the real life setting.  Briefly, simulation and role play techniques will motivate students, encourage interaction, and provide opportunities for purposeful communication. It indicates that these two techniques implemented by the teachers are still in a current use.

Simulation and role play techniques, two of the current techniques, are conducted in this study by some reasons. First, the two techniques are based on communicative approach. Second, role play has been applied to improve students' speaking skill in *Bahasa Inggris I, II and III* for years, but students' speaking skill is not as expected. Finally, it seems simulation is regarded more effective to improve students' English speaking skill for ESP (English for Special Purposes) class. Therefore, this study aims at proving whether simulation technique has a statistically better effect on students' English speaking skill than role-play technique.

## II. Theoretical Framework
### 2.1    Speaking Skill for ESP Class

There have been some ideas about English speaking skill for ESP students stated by some linguists. Hugher (1989) states that ESP students need to acquire the accuracy, the appropriateness, and the fluency. The accuracy is defined as the correctness of the utterance which can be heard from received pronunciation, well chosen vocabulary, and correct use of grammar. The appropriateness is the use of language generally appropriate to the function and the clear intention of the speaker. The fluency is the smoothness of speech. In other words, speaking skill involves in the students' ability in the knowledge of linguistics, forms, the appropriate use of the language, and the fluency.

Harris (1998) divides speaking skill into five components-pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation includes vowel, consonants, and intonation. Grammar is the ability to use sentences in appropriate contexts and structures. Vocabulary relates to the right and appropriate use of words. Fluency is the ease and the speed of the flow of the speech. Comprehension is the subject to respond to speech as well as to initiate it. In sum, to be able to speak well the five components- pronunciation, grammar, vocabulary, fluency, and comprehension are necessary to achieve a good speaking ability.

To achieve such components, the knowledge of the speaking skill is necessary. Thornbury (2005) lists three knowledge of what ESP learners should know to be skillful in English speaking. First, extralinguistic knowledge involves topic and cultural knowledge, knowledge of the context, and familiarity with the other speakers. The most important knowledge in extra-linguistic knowledge is socio-cultural knowledge concerning social values and norms realized through language. Second, linguistic knowledge consists of genre knowledge, discourse knowledge, pragmatic knowledge, spoken grammar, vocabulary and phonology. Genre knowledge concerns with transactional function, to convey information and facilitate the exchange of goods or services, and interpersonal function, to establish and maintain social relations. Discourse knowledge is used to organize and connect individual utterances, as well as how to map this knowledge on to the turn taking structures of interactive talk. Pragmatic knowledge describes the relation between language and its contexts of use, including the purposes for which language is being used. Spoken grammar includes formality, and production of the speech in the time. Vocabulary includes collocation, phrasal verbs, idioms, sentence frames, social formulas, and discourse markers. Phonology involves intonation. The last is speech conditions. This suggests that the conditions which speaking occurs play a crucial role in determining the degree of fluency that is achievable. They have been divided into three categories: cognitive factors, affective factors, and performance factors. Cognitive factors include familiarity with the topic, familiarity of the genre and processing demands. Affective factors involve feeling towards the topic and/or the participants and self consciousness. Performance factors include mode, degree of collaboration, discourse control, planning and rehearsal time and environment conditions.

To provide students with such knowledge, teaching English speaking for ESP students needs to consider some aspects. The first one is that learners talk a lot. The second one is that participation is even. The third one is that motivation is high. The last one is that language is of an acceptable level. In short, those five characteristics of a successful speaking activity are important to make teaching speaking English successful the classroom Ur (2000).

To summarize, speaking skill for ESP students requires students to have communicative competence. Such competence is obtained by some knowledge- extra-linguistic and linguistic knowledge. The communicative competence that the students have should be reflected in their speaking performance. What is involved in communicative competence discussed by Hugher (1989) and Harris (1998) is similar. However, Harris explains more details. Pronunciation, grammar, and vocabulary stated by Haris belongs to

accuracy stated by Hugher. Comprehension stated by Haris is the same as appropriateness stated by Hugher. For fluency, both use the same terms. Therefore, in this research the speaking skill is based on the idea from Haris (1998).

## 2.2 Simulation Technique

There are some definitions of simulation defined by some linguists. Dougill (1989) defines as a structured set circumstance that mirrors real life and participants act as instructed. Hyland (1993) says simulation provides a realistic setting for more extensive interaction in which students can get more personally involved Palioura (1996) states simulation is a decision-making activity where the participants, acting either as themselves or in different social roles, discuss a problem or a series of problems within a defined setting. The defined setting, according to Kayi (2006), requires 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. Hammer (2002) defines that simulation simulate a real-life encounter (such as business meeting, an encounter in aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves or with thoughts and feeling they do not necessarily share. In short, simulation is an activity in which students act out in a realistic setting so that they are personally involved in their acts.

In relation to those advantages, simulation is effective for students for specific situations especially for students who are studying medicine. Jones in Hammer (2002:74) states` the following characteristics of simulation for ESP class.

a. reality of function: the students must not think of themselves as students, but as real participants in the situation
b. a simulated environment: the teacher says that the classroom is an airport check-in area, for example.
c. Structure: students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

To carry out simulation in ESP class, there are some procedures that the teacher should follow. According to Hyland (1993) there are three important steps in running a simulation. The first step is setting up. This is aimed at carefully planning and choosing on the basis of issues that are likely to maximize motivation and language use. The second step is getting going. It aims at introducing students to the central ideas of the activity and encouraging discussing them. Students must understand the nature of the task, their roles, and the constraints of the environment. Information should be kept as brief and simple as possible to avoid confusion, but can be given as homework texts or in the native language to help speed understanding of what is involved. Any specialist vocabulary and expressions should be introduced. The last step is managing the activity. The teacher disengages form governing role and allows students to produce and interpret language on their own. Once the simulation is underway, the teacher becomes an activity manager to advise and monitor the learning environment.

Another procedure is proposed by Deporto (1997). First, the teacher makes certain that the students know exactly what they are supposed to do. Then, the teacher helps the groups in need of assistance to find solutions by suggesting ways, possibilities, and viewpoints that would help them carry out their task. After that, the teacher prepares to model utterances in the target language, as required, and gives explanation. At this stage the attention is drawn to accuracy; the teacher has to correct the students' production written and oral, before they act them out for the class. Then, the teacher should take notes during the simulation if s/he needs to provide further practice. The last, the teacher observes the group

dynamics to cater to different kinds of problems or characteristics of the students (shy, talkative, cooperative), to foster cooperation and mutual tolerance, and to find out about the students' learning strategies.

To sum up, simulation is the best strategy to encourage communication in ESP classroom by creating students' interests and by encouraging the development of communicative language use. To encourage students' interest in language teaching, a technique needs to be carefully chosen to bring the class atmosphere alive. One of the techniques is simulation. It seems an ideal technique for allowing learners to use language creatively and communicatively. This is due to the main purpose of ESP class to have students generate their own discourse. \

## 2.2. **Role Play Technique**

There have been some definitions of role-play, which can be applied in ESP class, stated by some experts. Richards (1988) states that role-play is like a drama like class room activities in which students take the role of different participants in a situation and act out what might typically happen in that situation. Maley (1990) defines that the word 'role' as playing a part (either their own or somebody else's) in a specific situation. Kathleen and Kitao (2002) & Thornbury (2005), role-play is a given a situation which is given to the students to play out with another person. Budden (2007) defines that role-play is any speaking activity when students either put themselves into somebody' else shoes, or when students stay in their own shoes but put themselves into an imaginary situation. In this situation the students can become anyone they like for a short time, a doctor, or a singer. They can also take the opinions of somebody else. This is called imaginary people. Then the students can also choose the situation at the hospital, restaurant, etc.

Hedge (2000) & Celce (2001) state that role-play can be performed from prepared scripts, created from a set and prompts and expression, or written using consolidating knowledge gained from instruction or discussion of the speech act and its variation prior to the role-play themselves. It is a good method in teaching speaking in order to ask the students to talk. The activity that can be applied in the class room is a simple dialogue. The dialogue can be created by the teacher based on the specific situation, or teacher asks the students to create the short dialogue based on situation given. The situation can be in hospital, anatomy lab, doctor's room and etc. Then, the students are asked to play the role. In playing role-play, the students are required to perform the role as natural as possible.

Maley (1990) confirms some advantages of using role-play for ESP students. First, role-play can bring a very wide variety of experience into the class room. The range of functions and structures, and the areas of vocabulary can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic exercises. Through role-play the teacher can train students in speaking skills in any situation. Second, role-play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships. It is possible to build up these social skills from a very low level through role-play. Third, in role-play, some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and save environment of a class. Therefore, role play enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situation. Fourth, Role play is for fun. They thoroughly enjoy letting their imagination rip. Finally, role-play is one of the whole gamut of communicative techniques which develop fluency in language students, which promotes interaction in the classroom, and which increases motivation. Role-play is perhaps the most flexible technique

in the range, teachers who have it at their finger-tips are able to meet an infinitive variety of needs with suitable and effective role-play exercises.

In sum, role play is a speaking activity in which the students put themselves into somebody else or put themselves into imaginary setting in a given a situation. To do it in the classroom, in this research the teacher will act as facilitator, who facilitates students with new words, and spectator, who watches the role play and offers comments and advice at the end. The correction used in this research will be made by teachers by making a note of common mistakes made by students.

## III.    Review of the Related Studies

Jasmansyah (2008) has done a research about the teaching techniques increasing students' spoken interaction in EFL classroom at SMA Islam As-Syafi'iyah Sukabumi. Among many communicative teaching techniques, like role play, group work, pair work, storytelling, simulation and games, simulation and role play were effective to improve students' English speaking skill. This was indicated by 63.3% of respondents said that these two techniques can reduce students' anxiety and increase students' motivation in teaching and learning process.

Castillejos and Cervera (2003) found out two benefits of simulation carried out in ESP students. The students were majoring at architecture, business, medical, and aeronautics. The first benefit is that simulation got the students to work autonomously. The second one is that simulation helped ESP students to be competence communicators.

Dalimunte (2004) did an action research about simulation technique with class debate in language teaching for speaking proficiency. The findings of this research which was conducted to the fourth semester students of English Department at IAIN in Sumatera Utara indicated that simulation with class debate was effective, challenging, interesting, and motivating. This was seen from the increase of the students' speaking achievements in every cycle. The students' achievement was reported in percentage. The percentages are 76.6% for cycle one, 83.3% for cycle two, and 83.3% for cycle three. In short, simulation technique with class debate in language teaching improves the students' speaking skill.

Rosmaliwarni (2006) has studied the effect of role play on students' speaking ability. The effect was achieved by comparing the effectiveness of role play with the information gap activity. This study which was conducted to the eight year students of SMPN 1 Kec. Situjuh 50 Kota Regency found that role play was more effective on students' speaking ability than information gap activity.

Although the studies above have explored the importance of simulation and the effects of role play on students' speaking performance, more studies need to be conducted to see the further effect of simulation on students' speaking ability compared to role play by some reasons. First, the study on the importance of simulation was conducted to the students of the English Department, not to the students who studied English for special purpose, especially for medical students. The study on the effect of role play was only conducted to Junior High School students, not to the students who studied English for special purpose, especially for medical students. Last, both studies did not compare the effectiveness of simulation and role play.

Therefore, this study searched the effect of simulation technique as compared to role play technique to students who studied English for special purpose. The students in this study are not majoring at English, but at medical. At the beginning of this study, the students would be reminded to use self-discipline and learning strategies in order to achieve a good speaking performance. This study may provide an alternative technique to help and improve students' speaking skill.

**IV.    Methods of Research**

This study was an experimental research to test hypothesis to discover a more effective way in students' English speaking skill. Simulation was treated in the experimental group, while role play was treated in the control group. The effectiveness of the two group treatments were statically analyzed by using t-test. The normality testing and homogeneity testing of the data analyzed as the prerequisite analysis before t-test.

In this research, Posttest-Only Control Group Design was used. A pretest was not given to both groups-experimental and control group because both groups had the same background knowledge related to speaking. The students' background knowledge could be seen from the scores achieved in Bahasa Inggris II. The mean score of each of the eight classes was 60.2 for A1, 61.4 for A2 and B1, 62.1 for B2, 62.3 for C, 63.0 for C2, 63.3 for D1 and 64.2 for D2. Moreover, the students' in the eight classes of Bahasa Inggris II were taught by the same lecturer with the same syllabus, the same books, and the same method of teaching. In short, they have had the same speaking skill at the start of this research. Therefore, based on the idea stated by Gay and Airasian (2000: 393) who say that the groups which have the same initial knowledge related to dependent variable, the posttest-only design is the best choice.

Clearly, the design can be shown as follows:

R   $X_1$      O
R   $X_2$      O
R   =      random assignment of subjects to groups
$X_1$ =      experimental group treated by simulation
$X_2$ =      control group treated by role play
O   =      posttest

(Gay and Airasian, 2000: 391)

The population of this research was the third semester students of Medical Faculty of Baiturrahmmah University Padang, academic year 2008/2009. These students, 198 students, were classified into eight classes. The sample was selected by using cluster sampling due to two reasons. First, cluster sampling randomly selects groups, not individuals. This group selection can be done because all the members of eight classes had the same characteristics in the terms of general capability in speaking because they had taken English I and II which focus on speaking for medical purposes Gay (2000). Second, the medical Faculty of Baiturrahmah University only permitted to use all the students in several classrooms, not several students in many classrooms. Since the purpose of this research was to find out the effect of simulation technique and role play technique, the most suitable validity was content validity. The reliability of the instrument was analyzed External reliability by product moment correlation.

To find out the effectiveness, the following procedures from Hyland (1993) and Palioura (1996) were applied to experimental and control groups.

Table 1. The Classroom Procedures for Experimental Group and Control Group

|  | **Experimental Group** | **Control Group** |
|---|---|---|
| Introduction | Explicit explanation<br>1. The teacher and the students discussed the distributed passage to provide enough background information about the topic to act out.<br>2. Teachers and the students discussed about any specialist vocabulary and expressions found in the passage. | |

| | Simulation | Role Play |
|---|---|---|
| | 3. Students in pair or group set up about the issues to talk about, the language use, the role of each participant, and the equipments.<br><br>4. The students worked together to discuss their roles as assigned and the problem.<br><br>5. Students n pair or group practiced orally what to say.<br><br>6. In the following meeting, the students acted out each role providing all necessary equipment for real- life setting. | 1. Students in pair or group set up about the issues to talk about, the language use, and the role of each participant.<br>2. The students worked together to discuss their roles as assigned and the problem.<br>3. Students in pair or group practiced orally what to say.<br>4. In the following meeting, the students acted out each role without providing all necessary equipment for real- life setting. |
| Closing | 5. The teacher provided students with feed back by leading a follow-up discussion. The discussion should focus on how successful the activity was, what the students learn from doing it, and how satisfactory their ability was | |

## V. Findings

The research hypothesis was tested by applying t-test. From the calculation of t-test, $t_{observed}$ yielded 3.89 The total case degree of freedom was 45 ((22-1) + (25-1)). $T_{table}$ at the 0 .05p level and 40 degree of freedom (the closest df) results in a figure of 2.02. This calculation reveals that t-observed could exceed the $t_{table}$. It means that the research hypothesis was statistically accepted, and null hypothesis was rejected. This means that the students treated by simulation had higher scores than those treated by role play. Therefore, simulation gives better effect on students' speaking skill than the role play. In short, the hypothesis testing was described in the following table:

Table 2: The Result of the Calculation of the Hypothesis Testing

| Variable | N | Mean | The closest df | *t-observed* | t-table | interpretation |
|---|---|---|---|---|---|---|
| Simulation | 22 | 19.75 | 40 | 3.89 | 2.02 | t. observed > t-table. Therefore, there is a significance difference. |
| Role play | 25 | 18.66 | | | | |

The result found in this research was that the students treated in simulation were more motivated and fun to speak. This is due to fact that they were actively participated in real life setting by using real equipment as it is highly needed by ESP students. It was clearly seen from the duration of time spent by small group in simulation class than role play group. Students who acted out in simulation spoke longer than students in role play. Moreover they really comprehended every utterances produced in acting out. Furthermore, they could bring their background knowledge, which they had got in their medical classes, into English classes in form of simulation. This comprehension was achieved because they were psychologically

and emotionally involved in simulation technique dealing with the four topics. Unlike in simulation, in role play students spoke shorter and showed a little comprehension because they did not use real equipment and real life setting even though they have the same background knowledge. Therefore, this finding is consistent with the theory, stated in review of the related literature, proposed by Hammer (2002: 275), Hyland (2002: 36), who say that simulation can be fun and motivating to improve students' speaking skill.

Simulation created supporting atmosphere: no error correction, real equipment and setting and medical background knowledge. During the students' performance in the simulation class, their acting out were not judged, corrected or evaluated. Their performance was evaluated ten minutes before the class ended in every meeting. Then, they acted out by using real equipment and setting. They were acting out in skill lab with completed by the real equipment needed, such as stethoscope, betadine, tape, sphygmomanometer, flashlight, sterile guze, scissor, antiseptic ointment, infusion set, infusion stand, infusion bottle, oxygen tank, reflect hammer, alcohol, syringe, and reflect hammer. In addition to no correction and real setting and equipment, students' background knowledge about the topic to talk also helped some hesitant students because they had a lot to talk. In contrast, the classroom atmosphere was not supporting in role play because they were not acting out in skill lab even though there was no error correction while they were acting out. In short, this finding supports theorists-Davis (1996), Hyland (2002), and Hammer (2002)-who believe that simulation can lower the students' filter in speaking as it is stated in review of the related literature.

Moreover, simulation improved students' fluency in speaking. This fluency improvement could be seen from the freedom to choose the words related to the context. Moreover language used in simulation was based on immediate communicative need. This immediate communicative need, with the real equipment and setting, gave students a better understanding of communicative choice and linguistic complexity revealed by a wider range of language used by the students. Contrary, the majority of students treated by role play had less fluency due to lack of real equipment and real setting. They acted out by pretending. In sum, this finding was relevant to the idea that simulation improved students' fluency in speaking English as stated by Hyland (2002) and Hammer (2002) in the review of the related literature.

To sum up, simulation is statistically more effective technique than role play technique to increase students' English speaking skill. Out of this empirical finding, all findings support all theories. Having motivation and fun to speak, supporting atmosphere, having fluency were relevant to the theories stated in the review of the related literature. In short, simulation gave the better effect on students' speaking skill.

## VI.    Conclusion

After carrying out the experiment for 8 meetings, the finding showed that simulation gives better effect on students' speaking skill than role play. This effect has been proved statistically by the calculation of t-test. The result of the calculation showed that $t_{observed}$ could exceed the $t_{table}$. Referring to this result, the research hypothesis (Hi) is accepted. In addition to the finding, this research is also in line with the previous studies and related theories. They are having motivation and fun to speak, supporting atmosphere, and having fluency. Briefly, simulation was more effective than role play technique on students' on students' speaking skill.

However, it is strongly believed that by using the real liquid the improvement of the students' speaking skill will be more significant. Using the real liquid, real sputum, urine and blood, will increase students' motivation, create supporting atmosphere, and gain more fluency. The need for real liquid, real sputum, urine and blood fulfills the innate benefit, that is, it will fulfill students need for realism, a desire to relate to life out there. Briefly,

simulation was more effective technique than role play technique on students' on students' speaking skill.

The finding of this research has some implications. It is implied that simulation can be applied as one of the techniques in improving students' speaking skill as it has been proven that simulation technique gave better effect on students' speaking skill. It is also implied that simulation can be applied in any other kinds of topics, even not to medical topics especially for ESP classes. Furthermore, it is implied that raising motivation, creating supporting atmosphere and improving students' fluency are crucial in improving students' speaking skill. Moreover, role play can also be applied if there is no supporting real life setting and equipments.

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