

**THE EFFECT OF SIMULATION TECHNIQUE ON STUDENTS'
SPEAKING PERFORMANCE AT SMP NEGERI 9 BANJARMASIN**

SARJANA'S THESIS

HABIBAH

REG. NUMBER 2110117320014



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2025

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SPEAKING PERFORMANCE AT SMP NEGERI 9 BANJARMASIN**

SARJANA'S THESIS

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfilment of the Requirements for Completing the Sarjana Pendidikan
Program in English Language Education Study Program**

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REG. NUMBER 2110117320014

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2025

LETTER OF APPROVAL

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This is to certify that the Sarjana's thesis proposal of Habibah reg. number 2110117320014 entitled "The Effect of Simulation Technique on Students' Speaking Performance at SMP Negeri 9 Banjarmasin" has been approved by the advisors for oral examination.

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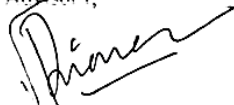
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ABSTRACT

Habibah. 2025. The Effect of Simulation Technique on Students' Speaking Performance at SMP Negeri 9 Banjarmasin. Sarjana's Thesis. English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Novita Triana, S.Pd., M.A., the second advisor: Eka Puteri Elyani, M.Pd.

Keywords: simulation technique, speaking performance, group class discussion

Speaking remains one of the most challenging skills for students in learning English as a foreign language. Many learners struggle to speak fluently and confidently due to limited exposure and lack of interactive speaking opportunities in the classroom. This study aims to examine the effect of the simulation technique in improving students' speaking performance compared to group class discussion. Specifically, it investigates whether there is a significant difference in speaking performance between students taught using simulation and those taught through group discussion. This quantitative research employed a quasi-experimental design with a nonequivalent control group post-test-only design. The participants consisted of two classes of eighth-grade students at SMP Negeri 9 Banjarmasin selected through purposive sampling. The experimental group was taught using the simulation technique, while the control group received instruction through group class discussion. Data were collected through an oral speaking interview based on topic cards and analyzed using an independent samples t-test in SPSS version 29. The findings, supported by hypothesis testing, revealed a significance value of 0.049, which is below the 0.05 significance level, and the t-value higher than the t-table value. Based on these results, the null hypothesis is rejected, and the alternative hypothesis is accepted. These results confirm that the simulation technique enhances students' speaking performance by providing realistic communicative situations that foster active participation and meaningful language use. Therefore, integrating the simulation technique into classroom instruction can be considered an effective approach to improve students' speaking performance and develop greater confidence and communicative competence.

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This research is still far from being perfect. Therefore, any constructive feedback and suggestions for its improvement would be sincerely appreciated. It is hoped that this study, despite its limitations, can still provide a meaningful contribution to the field of English language teaching.

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The Researcher

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