IMPROVING THE STUDENTS’ MOTIVATION AND SPEAKING ABILITY BY USING THEMATIC SIMULATION GAME (TSG) FOR THE FIRST SEMESTER OF MIDWIFE PROGRAM AT AKBID HUSADA GEMILANG TEMBILAHAN

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Abstract
This research is conducted to improve the students’ motivation and speaking ability by using the thematic simulation game. It also purposes to give the general description about the implementation of using the thematic simulation game in the English class and about everything happening in the class. Then, the objectives of this research are to improve the students’ motivation and speaking ability after determining the problem. The method used in this research is classroom action research. This classroom action research concerns with solving the problems by identifying them, planning, implementing the action, observing the action, and reflecting the result of the observation, and revising the plan for the following steps. The research is conducted in two cycles to the first semester students of midwife program at Akbid Husada Gemilang Tembilahan. The researcher taught speaking English using the thematic simulation game. The research data are collected by using techniques of qualitative and quantitative data collection, which include a questionnaire, observation, and test. The result of the research shows that using the thematic simulation game can improve motivation and speaking ability from the first cycle to the second cycle. It explained that the students have good interaction. The students also enjoyed their performance in acting in front of the class. Moreover, they practiced speaking through the appropriate media. In the pre-test, the students’ mean score is 52.4 as the beginning of the research and it has improved during the research. As has been explained, the lowest point was 50 and the highest point was 72 in the first cycle and the lower point was improved into 60 and the higher point was 86 in the second cycle. It means that there is also the improvement in speaking ability.

Keywords: The Thematic Simulation Game, Speaking Ability, and Students’ Motivation.

Abstrak
Penelitian ini dilakukan untuk meningkatkan motivasi dan kemampuan berbicara siswa dengan menggunakan Permainan Simulasi Tematik. Ini juga bertujuan untuk memberikan gambaran umum tentang pelaksanaan penggunaan Permainan Simulasi Tematik di kelas dan tentang segala hal yang terjadi di kelas. Kemudian, tujuan dari penelitian ini adalah untuk meningkatkan motivasi dan kemampuan berbicara siswa setelah menentukan masalahnya. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas. Penelitian ini berkaitan dengan pemecahan masalah dengan mengidentifikasi mereka, merencanakan, melaksanakan tindakan, mengamati tindakan, dan mencerminkan hasil pengamatan, dan merevisi rencana untuk langkah-langkah berikut. Penelitian dilakukan dalam dua siklus kepada siswa semester I program
Kebidanan di Akbid Husada Gemilang Tembilahan. Peneliti mengajarkan berbicara Bahasa Inggris dengan menggunakan Permainan Simulasi Tematik. Data penelitian dikumpulkan dengan menggunakan teknik pengumpulan data kualitatif dan kuantitatif, yang meliputi kuesioner, observasi, dan pengujian. Hasil penelitian menunjukkan bahwa dengan menggunakan Permainan Simulasi Tematik dapat meningkatkan motivasi dan kemampuan berbicara dari siklus pertama ke siklus II. Ini menjelaskan bahwa siswa memiliki interaksi yang baik. Para siswa juga menikmati berbicara melalui media yang tepat. Pada pre-test, skor rata-rata siswa adalah 52,4 sebagai awal penelitian dan telah meningkat selama penelitian. Seperti yang telah dijelaskan, titik terendah adalah 50 dan titik yang lebih tinggi adalah 72 pada siklus pertama dan titik terendah meningkat menjadi 60 dan titik yang lebih tinggi adalah 86 pada siklus kedua. Artinya ada juga peningkatan kemampuan berbicara.

**Kata kunci:** Game Simulasi Tematik, Kemampuan Berbicara, dan Motivasi Siswa

**INTRODUCTION**

Speaking skill has an important role for many kinds of student's major. For example, to communicate the tourist, to increase their ability of English conversation, etc. speaking ability is also valuable to them who interest to tourism and interpreter in their future because they must be to speak English well. Nunan states (1991: 51) that it is very difficult for them to utter something in English. They are eager to say a lot but they cannot speak it fluently.

The students need high motivation to learn English well. Learning English is very complicated. They can use to help themselves expand their knowledge of the language and their confidence in using it. To build the students’ motivation, sometimes a teacher should be more creative. In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

The teacher needs something to make the students learn all skills in learning English by an interesting activity. The interesting activity can make the students understand more...
about the teacher’s explanation and make learning English easier.

Many definitions describe (communication) as a transfer of information between a source and a receiver. In midwife, communication is a sharing of health-related information between a patient and a midwife, with both participants as sources and receivers.

In fact, a midwife has the problem to communicate. It can be resolved by teaching conversation. A communication tool or language is not only Indonesian but also English today. The previous statement explained that they get a shy problem, lack of self-confidence and not fluent and poor communication. Those facts can also decrease their ability in conversation. Actually, it is not only from student, the teacher also make mistakes through transfer the knowledge. Not only the material, but also in the old fashion strategy that makes student feel bored, the motivation of student, the media of learning process can make decrease interactive. Based on the previous explanation, there is a basic assumption that many students still have problem in their speaking achievement. The researcher focuses on improving the students’ motivation and speaking ability by using the thematic simulation game for the first semester students of midwife program at Akbid Husada Gemilang Tembilahan.

In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. Yet, it could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

a) The Importance of Speaking

Ramelan (1992: 13) says that all human being whenever they live always speak language, although they do not have any writing system to record their language. From the statement above it can be concluded that speaking is very important in mastering foreign language. Thus speaking capability can be measured
whether a foreign language learner in successful in learning or not. But in mastering speaking skill can be seen not only from the performance of learners in spoken, but also we have to see from their competence in using the language.

b) Speaking Ability

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991: 23) said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students’ skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991: 39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well. Language input may be content oriented or form oriented.

1) Content-oriented input

It focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

2) Form-oriented input

It focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the
information gap. In these activities, language is a tool, not an end in itself.

In other source, speaking ability is not only the theoretical study but also it is daily activities and human’s need for growing. As according to Chomsky in Garnham (1985: 23) said linguistic performance is the actual use of language in concrete situation. And also according to William O’Grady, et.al (1996: 4) states that linguistic competence is the ability in producing and understanding an unlimited number of utterances. Based on the explanation above, to measure the students’ speaking ability, has five competences as follows:

1) **Pronunciation**

Hornby defines pronunciation as the way in which a language is a spoken, way in which a word is pronounced (Hornby, 1974: 669). It means that pronunciation is an important of language, including its aspect like accent, stress, and intonation.

2) **Grammar**

Grammar and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language. Learners must be given insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently.

3) **Vocabulary**

Hornby (1974: 979) defines vocabulary is range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his idea.

4) **Teaching Speaking**

In learning process, teachers want their students to actually be able to use the language as correct as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxious related to their oral production.

To make it clearer, Nunan (2003: 55-56) proposes at least four principles for teaching speaking. Below are the descriptions:

1) **Give Students Practice with both Fluency and Accuracy**

Accuracy is the extent to which students’ speech matches what people actually say when they use the target language. Fluency is the extent to
which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

2) **Provide Opportunities for Students to Talk by Using Group Work or Pair Work, and Limiting Teacher Talk**

It is important for us as language teachers to be aware of how much we are talking in class so we don’t take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

3) **Plan Speaking Tasks that Involve Negotiation for Meaning**

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you’ve understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

4) **Design Classroom Activities that Involve Guidance and Practice in both Transactional and Interactional Speaking.**

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

**d) Types of Speaking Test**

There are some types of speaking tests. According to S. Kathleen Kitao and Kenji Kitao (2006: 45-46), they are:

1) **Reading Aloud**

One way to test speaking is by having the test read aloud. This is not generally a good way to test speaking. However, it is a way to test pronunciation separately from the content.

2) **Conversational Exchanges**

Another simple type of test is in which students are given a particular situation and instructed to respond in
a certain way. These tests one usually highly structured and require only a limited response, not connected discourse.

1) **Role-Play Test**

Another type of test is a role-play. In a role-play the testees and a confederate are given information on which to base a role-play and the testees are evaluated on their ability to carry out the task in the role-play. Role-plays require the testee to use various functions that she/he might need in real communication.

2) **Group or Pair Activities**

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work out. The point of this is not to find the ‘right’ answer but to stimuli speech for the tester to evaluate.

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

Games are a valuable activity for language learning, especially for very young learners. Children enjoy games and thus participate without anxiety. Games can motivate children greatly and they are activities which are usually familiar to children as regards structure, rules etc. Due to this familiarity they link back to the children’s home background.

An enormous number of games are classified as “thematic”, and even more games are considered to have “thematic elements”. Mechanics are considered thematic or un-thematic. Thematic Game is sometimes considered the opposite of “Strategy Game” but surely there is strategy in a thematic game and there can be theme in a strategy game.

The simulation is a method of the numbers game that using the cards content of some specific instructions or questions every each numbers. This game is like “Playing the Card” or “Monopoly” but it is more simple. This method needs help tools, such as: Dado, Player’s identity, the cards, and small envelopes for put the cards. It is important in order to learning is not out from the first purpose and still to be related with curriculum.
The benefit of the thematic simulation game as follows:

a) To make the interactive class, so that the student do not feel bored to English class specially speaking ability.

b) To bring English for fun in the learning process to have speaking achievement.

c) To give something new and make students know that studying English must not do through in conventional, so, it does not make students feel bored in the classroom.

d) To make students be confidents through minimize play the role of teachers, so they can rise up their ability. Speaking practice freely.

Students want to be recognized for the hard work and effort they put into their classes, and whether we like it or not, many view grades as a primary incentive for their scholastic efforts. By returning assignments quickly and by constructively communicating positive and negative feedback, you are able to acknowledge the students’ hard work while still encouraging them to strive for more. If students don’t receive feedback on their work, it is often difficult for them to know whether or not they are fully meeting your expectations and learning the material.

On the other hand, other study which was conducted Ying-Jian Wang, Hui-Fang Shang, and Paul Briody, I-Shou University, Taiwan (2011) study investigating the Impact of Using Games in Teaching Children English. English continues to be the lingua franca in the vast majority of EFL situations, despite the growth in Asian economies. Teaching methods and learning strategies have been developed worldwide with the express purpose of improving students” English ability (Freeman, 2000). In this study, the subjects numbered 50 grade-six EFL students from one elementary school. By applying quantitative and qualitative research methods, the major findings demonstrate that students evidenced significant improvements in their learning motivation and vocabulary acquisition, and that their anxiety levels due to peer pressure were reduced when learning included games. Other findings reveal that there is a significant relationship/difference in the utilization of games and students” English performance, most notably with regards to proficiency levels.
METHOD

This is a classroom action research. The main point in the classroom action research is the actions in every cycle in the research that is conducted continuously until the researcher gain the outcome. The structural steps done referred to the steps suggested by Kemmis and McTaggart (1988) in Burns (1999: 32) that action research occurs through a dynamic and complementary process, which consists of four essential ‘moments’: plan, action, observation and reflection.

1. Planning

In this step, the lesson plans, the materials, and the research instruments are prepared. Lesson plans are used as scenarios of the teaching and learning process. The materials designed are in the form of copied hand out and others are written in the whiteboard. While the research instruments such as the interview guideline, the pre-test scoring rubric are designed by considering the kinds of data needed.

2. Action

In the action stage, the lesson plans and the materials and other teaching media are used in the classroom. In this stage, the English teacher acted as an observer (abbreviated T), while the researcher acted as the action taker (R). Students acted as the subjects of learning (Ss).

3. Observation

In this stage, the researcher will apply the plans that the researcher has made before. During the action, he will record the events that happened in the class. The implementation of the teaching and learning process will be observed by the collaborator to give the researcher feedbacks on his teaching techniques.

4. Reflection

Since this research is done collaboratively, the reflection session is carried out collaboratively too. It means that the research team comes to the deep thinking on how to improve the effectiveness of the teaching-learning process so that the improvement desired by the researcher and the teacher can be achieved. Also, reflection stage is very useful to analyze failure and obstacles that occurred during the actions. The reflection session is expected to be useful in revising the first cycle that will guide the next cycle.

The action research was held in a midwife class in the first semester of the academic year 2016/2017. The research
was done in two cycles from October 14th, 2016 until December 11th, 2016. The first semester was chosen as the class that will get a treatment because of the low achievement and motivation in English class. The action research was started in October and their learning process is in the middle of the study. It was kind of question materials.

Subjects of the action research were all of the students of midwife class in the first semester. There were 22 female students. All of the students got the treatment during the speaking teaching learning process using the thematic simulation game technique. Therefore, the students followed the teaching learning process either in groups or individual activities, followed the evaluation as the procedure in this action research. All of the activities were done in the class as the schedule in the second semester.

To obtain the data of the research the researcher will use observation, interview, and test. They are presented as follows:

1. **Observation**

   The researcher will do analysis data by drawing conclusion based on the data collection that the researcher does in during the research. Then the result will be supported by analyzing the scores of the speaking ability test that will be conducted to find out the improvement of the questioning strategies in each cycle.

2. **Interview**

   The researcher will use interviews to gather the data. The researcher will do interviews in the end of every cycle. In this section, the researcher will interview some students. All of the interview processes will be recorded by using a mobile phone to be analyzed more to find out the students’ feelings during the teaching and learning process, their reflections on learning, their observations during the classes, their success and difficulties in learning, and their perceptions on the instructional materials.

3. **Test**

   To assess the students’ speaking ability in the final test, the researcher used rubrics speaking involves accent, grammar, vocabulary, fluency, and comprehension. In this research, pre-test and post-test will be used to gather the data about students’ improvements in speaking ability. According to Hughes (2003: 131-133) the result of the test will be scored based on these categories:
### Table 1: Proficiency Descriptions

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect Evaluated</th>
<th>Score</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Accent</td>
<td>1</td>
<td>• Pronunciation frequently unintelligible.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>• Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>• “Foreign accent” require concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>• Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>• No conspicuous mispronunciations, but would not be taken for native speaker.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>• Native pronunciations, with no trace of “foreign accent”</td>
</tr>
<tr>
<td>2.</td>
<td>Grammar</td>
<td>1</td>
<td>• Grammar almost entirely inaccurate except in stock phrases.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>• Constant errors showing control of very few major patterns and frequently preventing communication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>• Frequent errors showing same major patterns uncontrolled and causing occasional irritation and misunderstanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>• Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>• Few errors, with no patterns of failure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>• No more than two errors during the interview.</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>1</td>
<td>• Vocabulary inadequate for even the simplest conversation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>• Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>• Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some comment professional and social topic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>• Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>• Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Vocabulary apparently as accurate and extensive as that of an educated native speaker.</td>
</tr>
<tr>
<td>4.</td>
<td>Fluency</td>
<td>1</td>
<td>• Speech is so halting and fragmentary that conversation is virtually impossible.</td>
</tr>
</tbody>
</table>
|     |                  | 2     | • Speech is very slow and uneven except for short o
This research was done in two cycles. The researcher collaborated with the collaborator in doing the research. The first cycle was included planning, implementing and observing, reflecting, and development. After the reflecting of the first cycle, then the researcher did the second cycle based on the result of the first cycle i.e. planning, implementing and observing, reflecting, and then the researcher reported the achievement of the objectives of the research. The description of the research was described as follow:

First, the researcher found the students’ speaking problems of the question material. Then the researcher constructed questionnaires to investigating the cause of the problems. The researcher wrote two kinds of questioners i.e. closed questionnaire and opened questionnaire. The students filled the checklist in the closed questionnaire and mention some
problems of their difficulties in speaking. After analyzing the problems, the researcher decided to use the thematic simulation game as the solution of the problems.

The researcher made a lesson plan, instruments, and prepared the learning material and media that were going to be implemented. Then the researcher discussed with the collaborator about the preparation that have done. The setting of the implementation of the thematic simulation game in the class were settled out together. Then the researcher also made a coordination with the person who was going to take the video of the teaching learning process. The researcher explained what he should going to do during the teaching leaning process.

Before the class, the researcher checked all of the preparation made. When the collaborator was implementing the thematic simulation game in the class, the researcher observed the class. Writing down the sheet of the observation and made field note. The researcher asked the students to write down the reflection of the teaching learning process in each meetings of the first cycle.

After the implementation of the thematic simulation game in the class, the researcher analyzed the students’ written product and questionnaire. Watching the video of the teaching learning, read the sheet of observation, the field notes, and the students’ reflection were some activities done by the researcher in evaluating the implementing of the thematic simulation game.

The result of the quantitative and qualitative data, the sheet of observation, field note and students’ reflection or learning journal were used in making the consideration of the next action. The strangeness and the weaknesses of the thematic simulation game implemented in the first cycle were used in making planning and implementing of the thematic simulation game in the second cycle.

The result of the first cycle was not as good as the researcher want to be achieved. It did not reflect a good progress. There were still a half of the students who failed the passing grade. Therefore, the researcher arranged an improvement in planning the second cycles. The researcher discussed with the collaborator again in doing the lesson plan in the second cycle.
In the implementing the thematic simulation game, the researcher observed the teaching learning process, wrote down the observation sheet and field note, and asked the students to write their reflection of it in each meetings. The other collaborator shot the teaching learning process by the video camcorder.

Analyzing the data was done in the reflection phase. The second data showed that there was significant improvement in the second cycle. The average score of the students’ speaking score was increased.

FINDING AND DISCUSSION

1. Observation

The observation begins on October 14th, 2016. To get the information about the condition of the students, involving attitude, behavior, and the learning achievement, the researcher did some kinds of observations. First, the researcher carried out the interview to the students on October 21st, 2016. Second, the researcher gave students the questionnaire to answer. The observation and interviews were carried out in second semester of the academic year of 2016/2017.

a. Identifying The Field Problems

The research had some interviews with English lecturer and the students. He also conducted observation during teaching and learning process. After doing the observation in the classroom, the researcher conducted with the English lecturer. Then, based on the observation and the discussion, the English teaching and learning process.

b. Determining the Actions to Solve the Field Problems

After the researcher and English lecturer identified the problems that need to solved, they discussed again the point of those problem. After discussing them, the researcher and English teacher agreed that those problems were related to speaking learning, then, the researcher and English teacher tried to look for the appropriate ways to improve students’ motivation and speaking ability. That time, the researcher proposes the thematic simulation game to be used in the action and the English teacher agreed.

2. Test

To improve the students’ speaking ability of the first semester students, the researcher and the English teacher conducted the spoken pre-test on October 28th, 2016. The topic of was that the students had to make a simple
conversation in pairs using daily question. In this test, they were practicing in 10 minutes with their partner. And finally, they came up into front of the class without the text.

To assess the students’ speaking ability in pre-test, the researcher used rubrics which involve five aspect of speaking, such as accent, grammar, vocabulary, fluency, and comprehension.

3. Description of the Research

The research was conducted in two cycles. Each cycle consists of three meetings. Therefore, the researcher had six meetings in this research. The first meeting of each cycle was to prepare the students before performing the dialogue in front of the class. The second meeting of each cycle was the session to the students for performing the dialogue in the form of performance in pairs, it was involved in the active learning method that the students had to perform freely in front of the class, and they might make improvements in their performance. The process of the research is described as follows:

a. The First Cycle

The researcher begins the first cycle on Monday November 21\textsuperscript{st}, 2016. The first cycle is conducted in the duration of 2 x 60 minutes, so that the researcher conducted the first cycle in two meetings. The first cycle was on November 21\textsuperscript{st}, 2016, November 26\textsuperscript{th}, 2016, and November 28\textsuperscript{th}, 2016. In the first cycle, the researcher conducted some steps as follows;

1) Planning

The researcher prepared the material and the media that the researcher used in the first cycle action. From the data that the researcher had gotten about the students’ motivation and speaking ability, the researcher arranged the appropriate action to apply in the classroom activity. The researcher also arranged the lesson plan or the teaching scenario as the guidance or standard in the classroom activities. The researcher also prepared the media to use in the first cycle.

2) Action

In this step, the researcher conducted the classroom activity by using Playing Card Game as the media of learning by applying active learning in the form of simple Discussion in group that they had learnt. To get the student’s understanding and optimal achievement in the action that had been organized, the researcher conducted the first cycle in three meetings.
a) The First Meeting

The first meeting was conducted on November 21\textsuperscript{st}, 2016, from 09.00 AM – 11.00 PM. The researcher gave the English speaking activity by using the Snake and Ladder Game which was arranged to be appropriate for the first semester students of midwife program at Akbid Husada Gemilang Tembilahan. In the first cycle the researcher used the questions material. As the usual classroom activity, the researcher said greeting to the students. The researcher called the roll and checked the students list. All of the students were present in the first cycle of the research. The researcher asked the students whether they had known about question or not yet. The researcher also asked them about the question that they had known and ever. Most of the students had known about questions but they are too shy to say about the material.

b) The Second Meeting

The second meeting of the first cycle was conducted on November 26\textsuperscript{th}, 2016, from 01.00 PM – 03.00 PM. The researcher gave the English speaking activity by using the Snake and Ladder Game which was arranged to be appropriate for the first semester students of midwife program at Akbid Husada Gemilang Tembilahan. In the first cycle the researcher used the WH questions like previous meeting and preposition of time material but for this meeting the researcher adds the simple phrasal verb to improve their vocabularies.

As the usual classroom activity, the researcher said greeting to the students. The researcher called the roll and checked the students list. There were 4 students were absent in the second meeting of this research. The researcher asked the students whether they had known about the materials or not yet. The researcher also asked them about the WH questions and prepositions that they had known and ever. Most of the students had known about WH questions and prepositions but they confused how to explain in English sentence. Most of them had known simple sentence when they tried to making question.

In the post teaching, the researcher and the students reviewed the performances that had been done. The researcher gave some advice and support to the students. The researcher closed the lesson.
c) The Third Meeting

The third meeting of the first cycle was conducted on November 28th, 2016 from 09.00 AM – 11.00 AM. In this part, the researcher was done the mid test based on two meetings before. The researcher has teamwork with collaborator to get the result from the test.

In this test, the material consider of WH questions and Prepositions. The researcher commands the student to make the dialogue and free topic in group. Each dialogue consists of those material that has been required. And finally, they would be practiced in front of the class in group.

3) Observation

In this phase, the researcher and the collaborator observed the process of learning activities in English speaking by using the thematic simulation game through active learning. The purpose of observation was to get the data about the compatibility of English learning activities in speaking skill by arranging the lesson plans which were planned to know the influence or the achievement of using The Thematic Simulation Game to improve students’ motivation and speaking ability for the second semester students of nursery program at Akbid Husada Gemilang Tembilahan. After finishing the class, the researcher interviewed some students about the implementation of the thematic simulation technique in the class. Some students said that they enjoyed the teaching learning process.

From the observation, field note, and interview, it could be concluded that there were some student who felt interested in the teaching learning process in the first cycle. They said that by using this technique can help them to memorize. It really helped them in understanding the question and how to use it. Group working made them enthusiastic in understanding the question by the teacher. In their group, they helped each other. They did their group work task happily.

4) Reflection

The students were quite enthusiast in attending the class with the new method as they never learnt speaking before. The problem that the researcher found along the process of the first cycle are quite serious problem, the students’ achievement in the first cycle had been good enough.

The explanation of the first cycle, the researcher can be decided that
the average of the students’ point is 54.8 on table 9. It can be marked with 50 as the lower point and 72 as the higher point. The researcher can be given the explanation that there are 7 confident students, 6 nervous, 5 answer as long as they can, 3 confuse to response and 2 don’t know how to answer. It can also explain that there is only a little bit significant to use the thematic simulation game.

b. The Second Cycle

The researcher conducted the second cycle in three meetings, on December 4th, 2016, December 9th, 2016, and December 11th, 2016. Each action spent 2 x 60 minutes. In the second cycle, the action was the revision of the first cycle that had not been able to improve the students’ motivation and speaking ability. The steps of the second cycle were as follows:

1) Planning

The researcher prepared the material and the media that the researcher used in the first cycle action. From the data that the researcher had gotten about the students’ motivation and speaking ability, the researcher arranged the appropriate action to apply in the classroom activity. The researcher also arranged the lesson plan or the teaching scenario as the guidance or standard in the classroom activities. The researcher also prepared the some media to use in the first cycle; it covered the classroom seat arrangement, the simulation game for the students, and there was the different in this meeting. The researcher uses different game. In this part, the researcher uses the dice game but in the first meeting of this cycle, the researcher used snake and ladder same as the second meeting in first cycle.

2) Action

As in the first meeting of this cycle, the researcher conducted the second cycle in two meetings; there were the first meeting and the second one. The action in the second cycle was guided by the lesson plan that the researcher had arranged. The action in the second cycle was similar as the first one that had been done. The difference between the first action and the second one was the game that was used.

a) The First Meeting

The first meeting was conducted on December 4th, 2016, from 09.00 AM – 11.00 AM. The researcher gave the English speaking activity by using the Playing Snake and ladder Game which
was arranged to be appropriate for the second semester students of nursery program at Akbid Husada Gemilang Tembilahan. In the second cycle, the researcher used Yes Or No Questions material.

As the usual classroom activity, the researcher said greeting to the students. The researcher called the roll and checked the students list. All of the students were present in the first meeting of the research in second cycle. The researcher asked the students what the Yes Or No Questions was and they had known about Yes Or No Questions or not yet. There were the differences in this meeting. Almost most of them answer the question that the researcher asked about the Yes Or No Questions.

b) The Second Meeting

The second meeting of the first cycle was conducted on December 9th, 2014, from 01.00 PM – 03.00 PM. The researcher gave the English speaking activity by using the Dice Game which was arranged to be appropriate for the second semester students of nursery program at Akbid Husada Gemilang Tembilahan. In this meeting, the researcher used WH Question, Yes or No Questions, and Tag Questions material. This meeting used the dice game.

c) The Third Meeting

The third meeting of the first cycle was conducted on June 11th, 2016, from 09.00 AM – 11.00 AM. In this part, the researcher was done the final test. The material of the test was the material that was given before in four previous meeting. The researcher has teamwork with collaborator to get the result from the test.

In this final test, the material consider of WH Question, Yes or No Questions, and Tag Questions. The researcher commands the student to make the dialogue that the researcher given based on the topic in the paper test. The rule of the test was make pair works into two students. Each dialogue consists of Preposition, WH Question, Yes or No Questions, and Tag Questions as much as they knew. And finally, they would be practiced in front of the class in pair.

3) Observation

In this phase, the researcher and the observer observed the process of learning activities in English speaking by using the thematic simulation game through active learning. The purpose of observation was to get the data about
the compatibility of English learning activities in speaking skill by arranging the lesson plans which were planned to know the influence or the achievement of using The Thematic Simulation Game to improve students’ motivation and speaking ability for the first semester students of nursery program at Akbid Husada Gemilang Tembilahan.

The researcher can conclude that the research can be improving the students’ motivation and speaking ability more than previous meeting. Besides, the researcher also put the result of the second cycle and it explained that there was improvement in this cycle. For the example, the students who did not know to answer is none. It was very different than in cycle one. In the first cycle, the result explained that the number of confuse to answer are 3 students and don’t know to answer are 2 students.

In contrary, the researcher had make a conclusion that the highest score of the second cycle is 19 students who felt confident to answer and make a conversation.

The result of the observation in the second cycle showed that there was the improvement of the students’ discipline, readiness, activeness, and the correlation between students and learning environment in the speaking class by using the thematic simulation game to improve students’ motivation and speaking ability. The class activity showed that the students were interested in attending the learning activity. With this positive condition the researcher found the fact that the students got the motivation and the improvement in speaking ability after undertaking some treatments in this research.

4) Reflection

After conducting the observation in the second cycle, the researcher knew that the actions had shown the significant improvement in the outcome of learning activity. The students were interested to learn practically as they would rather play than sit and listen to the explanation from their teacher.

There are the improvement between first cycle and second cycle. The researcher can be decided that the average of the students’ point is 73.18. It can be marked with 60 as the lower point and 86 as the higher point. It meant the research in second cycle showed the improvement in students’ speaking ability.

Each cycle consisted of four steps. They were plan, action, observation,
and reflection, as figured in Kemmis and McTaggart (1988) in Burns (1999: 32) action research spiral scheme. The researcher made the plan to conduct in the class activity including preparing the media to use and the classroom arrangement. Before conducting the classroom activities, the researcher and the observer prepared the learning scenario and the media to apply in the learning process.

After the researcher got the result of the learning process, including students’ motivation and students’ speaking ability, the researcher elaborated it in the reflection. From the reflection, the researcher knew whether there was improvement in the research result or not. In this phase, the researcher will decide the explanation into 2 parts, namely:

1. **The Improvement of Students’ Motivation**

   The observation in the students’ motivation showed that there was the improvement in the students’ activity. In the research the students were more discipline, always be ready in learning, more active, had the capability in doing exercises, and had the good correlation between students with the learning environment.

   Besides, the researcher got this data after making collaboration with the observer. The students’ score activity can be increase the students’ motivation in English. Besides, the thematic simulation game as the treatment can be also increasing their result in every cycle.

   After conducting second cycle, the improvement of student motivation can be in the table 15, the researcher can be decided that the average of the students’ point is 73.18. It can be marked with 60 as the lower point and 86 as the higher point. From the chart 2, it can be given the explanation that there are 19 confident students and 3 students who answer as long as they can. In other word, the improvement of using the thematic simulation game can be seen in every cycle.

2. **The Improvement of Students’ Speaking Ability**

   The outcome of the research showed that there was improvement the thematic simulation game for the second semester students of nursery program at Akbid Husada Gemilang Tembilahan. The actions were done in two times. There were the first cycle and the second cycle.
The lower point was 50 and the higher point was 72 in cycle one and next cycle the lower point was changed into 60 and higher point was 86. To make it clearer, the researcher presented comparison between the first cycle and the second cycle into table 17 (It can be seen on the appendix). It means that using the thematic simulation game can be the appropriate method to improve students’ speaking ability by using the thematic simulation game for the first semester students of nursery program at Akbid Husada Gemilang Tembilahan.

The researcher explored the conclusion of the research in the form of the table and graphic in this chapter. The researcher showed the score achievement of the students in the activity report of each cycle. It is to facilitate in interpreting the research findings. While, the evaluations of the observation and the action are purposed to know the improvement of students’ speaking mastery after the researcher conducted the sequel of actions in this research.

CONCLUSION

By implementing the game technique in teaching and learning speaking English, the researcher concludes that it has positive and negative results. The students have good interaction with their friends and the teacher. The students also enjoy their performance in acting in front of the class. However, the students are interested in the English classroom because they can practice English through the game as the appropriate media, and express them both individually and collectively. In the other hand, using the thematic simulation game to improve students’ speaking ability of second semester spends much time and the class will be noisy when discussing and doing activities.

And the improvement of students’ speaking ability by using The Thematic Simulation Game can be seen through the students’ participation in performing the activity in front of the class with good preparation and the students’ participation in doing performance dealing with the speaking activity. In addition, the situation of the classroom is enjoyable. Next, the students talk a lot about the teaching and learning process, they said it is very enjoying when learn English use the game and giving reward if they win each game.
REFERENCES


