CHAPTER I
INTRODUCTION

1.1 Background of the Study

A primary goal of AIEC Tanjungpinang course is to give students the resources to learn and practice. They need to become sufficiently fluent in their target language to communicate successfully. Too frequently, language teachers are forced to manage huge classrooms and extensive curriculum. On the other hand, flipped learning classrooms are now possible thanks to technological advancements. A particular type of blended learning called "flipped learning" aids teachers in making the most of class time. In order to improve learning of English as a foreign language (EFL), particularly speaking skills improvement, flipped learning was used in this study to relocate lectures outside of the classroom and provide simulation-based training.

Flipped learning is the opposite of the conventional teacher-centered approach. While conventional homework is relocated into the classroom setting, instruction is provided online outside of class time. Thus, the flipped model leverages educational technology to teach theory and background information while also giving students the chance to learn through in-class simulations.

The roles of the instructor and the student are altered by this paradigm shift. In this study, teachers take on the roles of facilitators and guides as students participate in the simulations in groups or teams. In the classroom, the students take on a more active role. A simulation is a task in which participants

are given tasks and sufficient details about the issue to complete those tasks without acting out or making up important details. A simulation is based on a depiction of a model that replicates a system or process in the real world. Key details are offered to complete duties, engage in discussion, and engage in negotiation from many angles and solve a specific problem (Angelini & García-Carbonell, 2021).

Based on the preliminary study result conducted in 10 April 2023 from the instructor of Intermmediate class at AIEC Tanjungpinang most of the students of Intermmediate class at AIEC Tanjungpinang had difficulties in speaking. First, The students still have a problem in pronunciation. Second, the speaking fluency especially in hesitation. Third, some of students still had difficulties in grammar. Fourth, some of students still lack of vocabulary. Fifth, the content of presentation less than 50 words. It can be concluded that the standard of speaking proficiency in intermmediate class is not equivalent with level of International English language level (CEFR).

Based on the characteristic of the problems, it can be solved by using appropriate technique. The researcher gives solutions which is called Simulation Based Instruction. Simulation-based instruction is an experiential learning technique, it provides that the learners faced the real world like opportunities to develop their knowledge and skills in a simulated environment. To overcome this problem, the researcher tries to use Simulation Based instruction to improve speaking skill. Based on the description, researcher is going to conduct a research entitled "Implementing Simulation

Based Instructions to Develop English Speaking Achievement at Intermmediate Class of AIEC Tanjungpinang"

Simulation is appropriate for learning speaking for students since they will have self inspiration and progress their self certainty to practice talking within the course. The students prefer to do activities with other students to make them feel enjoy, fun, and have self motivation and if the students enjoy their performance, they will be more confidence, students are not shy to speak and brave to speak since they practice speaking with their friends automatically. Simulation is very similar to role play, but the thing that makes simulation different from role play is that simulation is more complex.

The aims of using simulations based instruction is to allow students to bring objects into class to create realistic environments. For example, if a student performs as a singer, he or she will hold a microphone and sing. Simulation based instruction has many advantages.

The advantages of simulation based instruction are first, it motivates students to feel brave because it is enjoyable. Second, as suggested by Vitasmoro (2017), they play different roles in simulation activities which boosting their self-confidence because they do not have to speak for themselves or bear the same responsibility. Third, as recommended by Smith (2023), Simulation based instruction have 2 benefits such as:

1. One of the most benefits of simulation based instruction is that they give members with real-world involvement. It gives a one of a kind opportunity

for understudies to create talking accomplishment with their possess basic considering. By honing choice making and issue understanding in a recreated cases setting, understudies can learn from their botches and make strides their talking accomplishment over time. In a course reenactment, understudies are put in a mimicked lesson and are given the opportunity to grant their unconstrained conclusion around a few circumstances or issues. This gives a important learning involvement that can be connected to real-world situations.

2. Simulation based instruction have developed as effective technique for immersive learning. They offer a rich and interactive lesson where students can give spontaneous conclusion with distinctive scenarios and results.

1.2 Identification of the Study

Based on the preliminary study that had been carried in Intermmediate class at AIEC Tanjungpinang, it can be identified that the problem is : First, The students still have a problem in pronunciation. Second, the speaking fluency especially in hesitation. Third, some of students still had difficulties in grammar. Fourth, some of students still lack of vocabulary. Fifth, the content of presentation less than 50 words. It can be concluded that the standard of speaking proficiency in intermmediate class is not equivalent with level of International English language level (CEFR).

1.3 Limitation of the Study

The researcher limited this research on improving speaking skill through simulation based instruction for Intermmediate class at AIEC. It will be focused to prove how to implement simulation based instruction to improve students speaking achievement.

1.4 Formulation of the Study

Based on the background of the research the research question could be formulated as follow : How can Simulation Based Instruction be implemented to improve the students speaking achievement at Intermmediate Class of AIEC Tanjungpinang?

1.5 Objective of the Study

According to the research question, the objectives of the study are:

1. To reveal how Simulation Based Instruction can be implemented to improve the students speaking achievement at Intermediate class at AIEC Tanjungpinang.

1.6 Significance of the Study

1.6.1 Theoritically

This research makes a meaningful contribution to English Language Teaching (ELT) by adding the technique of speaking (simulation based instruction) to develop speaking achievement. This research will give readers insight into the difficulties faced by English learners.

1.6.2 Practically

    a. Students

For the students, the result of this study could help students in enhance their speaking achievement, help students to improve their abilities to speak english, increase the students interest to participating in teaching and learning process and improve the results of study in English learning.

    b. Teachers

For instructors as an teacher, this research seem give advantage to improve the quality of educating and learning prepare and accomplished learning objective. With implementing this research, the educator might utilize this technique as an elective method that's successful in educating speaking.

    c. Researcher

For the researcher, the results of this study could enhance her understanding of research on education and English instruction, particularly as it relates to speaking proficiency.

1.7 Definition of Keywords

There are some keywords which the researcher uses on this research. To avoid any misconception, the researcher gives the definition of the keywords in the following explanation.

1. Speaking

Speaking is an intuitively handle for constructing meaning that

incorporates creating, tolerating, and dealing with information.

2. Simulation Based Instruction

   Simulation Based Instruction may be an outline of simulation learning in which learners are depended with solving complex issues in environment through imitated "real life scenarios."