EFFECTIVENESS OF SIMULATION IN TEACHING SPEAKING TO LEARNERS

Aimuxammetova Aziza Maxsetbayevna

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English as an international language is spoken in most international events and it is used as the medium of information flow on science, technology and culture. As foreign language, it makes English difficult to learn because there are many skills such as reading, writing, listening and speaking must be mastered. We know that teaching foreign language is difficult. I think that in teaching foreign language the role of interactive methods are very important. Because it makes the learners to motivate and keep their interests whole lessons. Interactive methods include games, songs, poems, activities. One of the purposes of teacher in teaching foreign language is to improve communicating skills of not only learners but also teachers as well. For this, we need interactive methods, we may play different games in our lessons, it improves the learners all skills.

Also games improve the learner's vocabulary building skills. There are many methods, strategies that can be used by the teacher to apply the lesson in the class to make the student more active to improve their speaking ability and explore their knowledge. However there are many students still shame to explore themselves cause of some factors. To overcome this situation there is an appropiate way that teaching speaking skill can be done through simulation. Dougill (1987) agreed that simulation is "mirror real life" and "reality of function in a simulated and structured environment", which means that simulation is not real life; it is only a type of simulating real life in a simulated environment. Simulation can also be contrasted with games. It is hard to find a broad consensus on this distinction: see Corbeil, Leveault, and Saint-Germain (1989, pp. 18–30) for many different characterizations of games and simulations. Simulation stimulates real life situations and realistic environment. In simulation, students can bring item to the class to create a realistic environment. A simulation refers to an activity in which participants are assigned duties and are given enough information about the problem to perform those duties without play-acting or inventing key facts (Jones, 2013). A simulation is based on are presentation of a model that imitates a real-world process or system. Key information is provided to carry out tasks, debate, negotiate from different points of view and solve a specific problem (Klabbers, 2009).

Creativity and Intellect in Higher Education

The reason of why this research focuses on the simulation is that it can give the students new feeling in conversation session. It is hoped that the students' eagerness in conversation subject can arouse by applying the simulation technique. The students can feel interest and active more in the simulation. Also Simulation is the imitation of some real thing, state of affairs, or process. According to Jones (1982:113), Simulation clearly promotes effective interpersonal relations and social transactions among participants.

Teaching Speaking Through Simulation

Teaching means give the order to a person or give a person knowledge skill, etc. While, speaking means use the words in an ordinary voice. Therefore, teaching speaking is giving instruction to a person in order to communicate. Teacher has a role as a director of this simulation and the way of teaching learning process. In teaching learning process hopes that this technique can motivate students to speak more because they can bring real imitated things such as ball, microphone, or money. According to Sam (1990), teacher has a few roles as follows:

1. Controlling the class in order to make the situation run well and not off from the design.

2. Teacher also becomes a model for the students usually in pre activity, in the while activity students act based on the role and situation from the dialogue given.

3. The teacher and the students can reflect what they have learnt in reflection. This activity usually occurs in post activity.

4. The last the teacher can describe the real competence of students through authentic assessment.

From the statements above, it could be concluded that teaching speaking through simulation is the way the teacher teaches the students how to communicate by using simulated situation and environment.

Although instructional simulations can be very effective in encouraging student's engagement, many simulations require intensive pre-simulation lesson preparation. Preparation varies with the type and complexity of the simulation. Most simulation creators suggest that simulations are best when:

- Simulations are tied to the course goals.

- Facilitators read ALL the supporting material for the simulation.

- Facilitators do a trial run or participate in the simulation before assigning the simulation to students, when possible.

- Facilitators make sure that university facilities support the simulation when facilities are needed.

- Instructors integrate instructional simulations with other pedagogies such as cooperative learning.

- Instructors should anticipate ways the simulation can go wrong and include this in their presimulation discussion with the class.

- Effective learning comes through simulations when students are actively engaged.

- Students should predict and explain the outcome they expect the simulation to generate.

- Every effort should be made to make it difficult for students to become passive during the simulation. Every student must assume a role that they may or may not know before the simulation. Often it is not known until the simulation.

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