Name: Srillany Mamonto
Student ID: 321 411 088
Department: English
Faculty: Letters and Culture
Title: The Application of Simulation Board as a Media for Improving Students' Speaking Skill

Statements of Authorship

1. This research is an original work of the author and no previous research to seem likely the same with this.

2. During conducting this research, the writer believes that she never committed plagiarism. All the statements or ideas shared by the experts are will-cited and can be found in the references sheet.

3. If somebody found disagreement between points 1, 2, and 3, the writer agrees the degree to be taken off.

Gorontalo, Maret 2017

Sri Lianty Mamonto
APPROVAL SHEET

Name: Sri Lianty Mamonto
Student ID: 321 411 088
Department: English Education
Faculty: Letters and Culture
Title: The Application of Simulation Board as Media for Improving Students' Speaking Skill

Advisor I: Titien F. Mohammad, S.Pd., M.App.Ling
NIP: 19771228 200112 2 001

Advisor II: Sri Agriyanti Mestari, S.Pd., M.Ed. TESOL
NIP: 19760516 200212 2 001

Legalized By:
The Head of English Department

Novi Rusnary Usu, S.Pd., M.A
NIP: 198000111 200501 2 003
LEGALIZATION SHEET

Date: 
Time: 
Examine: Sri Lianty Mamonto
Student ID: 321 411 088

<table>
<thead>
<tr>
<th>NO</th>
<th>EXAMINER</th>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nonny Basalama, M.A., Ph.D</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Karmila Machnud, M.A., Ph.D</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Titien F. Mohammad, S.Pd., M.App.Ling</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sri Agriyanti Mestari, S.Pd., M.Ed. TESOL</td>
<td></td>
</tr>
</tbody>
</table>

Dean Faculty of Letter and Culture
Universitas Negeri Gorontalo

Dr. H. Harto S. Malik, M.Hum
NIP. 19661004 199303 1010
ABSTRACT


This research aims to find out whether the application of simulation board media can improve students’ speaking skill, or not. This research is conducted at eighth grade students in SMP N 2 Lolayan. This research covers 28 students as its sample. This research uses quantitative pre-experimental method with one group pretest and posttest design. The test is an oral test. The oral test is used in order to evaluate the students speaking ability. It can be seen in the result of post-test where it is better than pre-test. The total score of pre-test is 278 and the total score of post-test is 483. The mean score of students’ speaking ability before treatment is 39.71 and the mean score of students’ speaking ability after treatment is 69.85. It is proved at the result of the hypothesis is t_{count} > t_{table} or 20.66 > 2.05.

Key words: Simulation board, media, speaking
PREFACE

Alhamdullillahi robbil’alamin. Praise to almighty God Allah SWT, for blessing in order to complete this skripsi. I believe that I cannot do anything without the mercies from Allah SWT. This skripsi as one of fulfillment for degree of Sarjana Pendidikan in English Department, faculty of Letters and Culture Universitas Negeri Gorontalo.

In the process of writing this skripsi. I would address my gratitude to my first advisor Titien F. Mohammad, S.Pd., M.App.Ling and my second advisor Sri Agriyanti Mestari, S.Pd., M.Ed. TESOL. , thank you for your time to guide me and advised me patiently during the time of composing and accomplishing this skripsi, and also I would like to offer my sincere gratitude to my first examiner Nonny Basalama, M.A., Ph.D and my second examiner Karmila Machmud, M.A., Ph.D who spent much time to give their correction and suggestion for the improvement of this skripsi.

In addition, my genuine gratitude also extend to Dr. H. Harto S. Malik, M.Hum as the dean od Letters and Culture Faculty, Dr. H. Dakia N. Djou as the first vice of dean for academic affair, Rosma Kadir S.Pd, M.A as the second vice of dean for administration affair, Dr. Muslimin, M.Pd as the third vice of dean for students affair. Novi R. Usu, S.Pd, M.A as the head of English Department, Zulkifli Tanipu, S.Pd, M.A as the secretary of English Department.

My deepest thankfulness is presented to my academic advisor and also as the first advisor Titien F. Mohammad, S.Pd., M.App.Ling who have guided me to my academic problem. And all the lecturer that taught me everything more than knowledge.
Thanks to Ameriatin Bakung SE as the head master of SMP N 2 Lolayan, who recommended me to conduct research in this school and thanks to Mrs. Erni Gilalom S.Pd as the English teacher and also all the students of the eighth grade who help me in conducted my research.

Moreover, my greatest thanks to my sisters Rila Nevyta Mamonto, SE, my brother Saprula Mamonto, Jawira Mamonto, and my younger sister Fatniaty Mamonto who always supported my study. I also want to say thanks to all my brother in law, Mashuri Djola, Sawu Pontoh, and Yudi Potabuga, and my sister in law Jumiati Kombo. Thanks to all my nephew that always make me smile, they are, Diah, Elin, Kika, Indah, Niki, Faiz, Zila, Ubay and the little boy Farid.

Further, my very sincere thanks to my grandmother Nene Esi, and all my family they are, Tua’ Esi, Mapa Ega, Ma’didi, Ma’Yuda, Ma’giska and my aunties Ela Detu and Tesy Kobandaha et al thank you for the advised and your guide. For my cousin who accompany me during my study, the twins Fitra Fitri, Vinny, lala, Desy, Riliany, Wirda. and all my friends they are, Rinda, Mira, Tika, Vyka, Firka and my housemates Yeyen and Tasya thank you to spent the time with me during my study in Gorontalo.

Furthermore, my special thanks to all my best friends in English Department they are, Upik, Tari, Iya, Tia, Nunu, Amel, Niar, Putri Titin, Jeje Anggi and all my classmate thanks for the beautiful moment we ever had, and for the winning Eleven Class of 2011. Thank you so much and I wish all the best. Also for my dearest boyfriend Ikrama Nading who always make me happy and support me, thank you for your time, energy and your love.
Finally, I release that this skripsi is still far from perfectness. Therefore, I need your critics and suggestion from the reader to make it more useful.

Gorontalo, March 2017

Sri Lianty Mamonto
# Contents List

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>i</td>
</tr>
<tr>
<td>Motto and Dedication</td>
<td>ii</td>
</tr>
<tr>
<td>Preface</td>
<td>iii</td>
</tr>
<tr>
<td>Content List</td>
<td>vi</td>
</tr>
<tr>
<td>List of table</td>
<td>vii</td>
</tr>
<tr>
<td>List of Appendix</td>
<td>viii</td>
</tr>
<tr>
<td><strong>Chapter I Introduction</strong></td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Research question</td>
<td>4</td>
</tr>
<tr>
<td>The aim of research</td>
<td>4</td>
</tr>
<tr>
<td>The significance of research</td>
<td>4</td>
</tr>
<tr>
<td>The scope of research</td>
<td>5</td>
</tr>
<tr>
<td><strong>Chapter II Theoretical Based</strong></td>
<td>6</td>
</tr>
<tr>
<td>Grammar</td>
<td>7</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>7</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>8</td>
</tr>
<tr>
<td>Fluency</td>
<td>8</td>
</tr>
<tr>
<td>Comprehension</td>
<td>9</td>
</tr>
<tr>
<td>Teaching Speaking</td>
<td>9</td>
</tr>
<tr>
<td>Concept of media</td>
<td>11</td>
</tr>
<tr>
<td>Concept of simulation board</td>
<td>13</td>
</tr>
<tr>
<td>The Advantages and Disadvantages of simulation board</td>
<td>15</td>
</tr>
<tr>
<td>The procedure of simulation board</td>
<td>16</td>
</tr>
</tbody>
</table>
Chapter III Methodology

Population ................................................................. 18
Sample ........................................................................ 18
Variable of research .................................................. 19
Design of research ....................................................... 19
Pretest .................................................................... 19
Treatment .................................................................. 20
Posttest .................................................................... 21
Technique of collecting data ........................................ 21
Technique of analyzing data .......................................... 25
Hypothesis Verification ................................................ 26

Chapter IV Finding and discussion

Description of Pre-test Data .......................................... 27
Description of Treatment ............................................. 29
First meeting .............................................................. 29
Second meeting .......................................................... 30
Third meeting ............................................................. 30
Fourth meeting ........................................................... 31
Fifth meeting ............................................................... 32
Sixth meeting ............................................................. 32
Description of post-test ............................................... 33
The data Analysis ........................................................ 37
Research discussion .................................................... 39
Pronunciation .......................................................... 40
Grammar ........................................................................ 41
Vocabulary .................................................................. 42
Fluency ......................................................................... 43
Comprehension ........................................................... 44

Limitation of research .................................................... 46

Chapter V conclusion and Suggestion .......................... 48
Conclusions ................................................................. 48
Suggestion .................................................................. 48

References .................................................................... 49

Appendixes .................................................................. 52

Curriculum vitae ..........................................................