

Using Simulation as Project-Based Learning to Improve Students' Speaking Skill on Business English Course

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ABSTRACT

The aim of this study is to know the increasing students' speaking ability by using simulation as project-based learning on business English course. This research used classroom action research with a combination of simulation method as project-based learning on the Business English course. The use of simulation has been implemented on the Business English course at Faculty of Economics, management study program at Kediri Islamic University. Sixth-semester students performed presentations as simulations and practiced speaking in groups. This research was conducted in two research cycles which the average score of students' speaking performance increased significantly significant from 58.23 to 67.65. Students also have a positive perception to this method which most of students agree that simulation can provide motivation, simulation is a fun way of learning, and simulations provide learning experiences and provide more value from learning self-study. Students' perception of project-based learning indicate that this method can improve their speaking performance. By the combination of simulation methods as project-based learning, students' speaking ability can increase.

Keywords: *simulation, project-based learning, classroom action research, business English*

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INTRODUCTION

Students' thinking, listening, and responding to course contents are only a small part of the learning process. Additionally, instruction needs to be given in a more tangible way. They must be put in at the student level real learning context. The most effective way to encourage student participation in active learning is no longer thought to be through conventional learning. This is crucial in efforts in preparing students for authentic learning experiences, such as delivering presentations as part of their coursework.

Business presentations are taught in Business English classes at Kediri Islamic University, Faculty of Economics, Management study program. Students do a presentation activity with great enthusiasm because they get to be active participants in their own education. However, based on observations conducted in this course, it was discovered that several issues existed with how well students performed when speaking,

such as issues with accuracy, fluency, and comprehensibility. The pronunciation of sentences frequently deviates from the norm. Another issue is that they lack the understanding necessary to comprehend spoken material and are unable to construct effective sentences in accordance with presenting rules. Implementing a method that can help students in improving their speaking performance is important.

The Business English course in the Faculty of Economics at Kadiri Islamic University has started using simulation. Sixth-semester students are expected to do role plays in the form of presentations and practice speaking on some of the prepared material. According to Kanner (2007), simulation activities provide an opportunity to apply theory, develop critical thinking skills, and provide respite from routine tasks in learning such as reading and other class preparation. As a result, simulation can be utilized to maximize the impact of integrated learning activities. Students will find it simpler to develop the abilities they will need for their future employment needs if they practice them frequently.

Specifically, this study has applied a simulation method in the form project-based learning which is divided into two forms, namely class presentations and dialogue practice according to the material. Project-Based Learning itself was developed by William Heard Kilpatrick with a focus on students' need for more learning activities useful (Becket; Muniandy; Wolk in Simpson, 2011). Simulation as project-based learning will be the right method to maximize learning activities integrated. This study applies a simulation as a project-based learning for students where this combination of methods is expected to solve problems in speaking performance. Using Simulation as project-based learning is also carried out for practice creative teaching.

Simulations in the classroom are also strengthened by giving video assignments to students which is their final project to perfect their presentation. Indirectly, the implementation of project-based learning encourages students to balance speaking skills with knowledge about information and communication technology in video projects. When simulating in class and polishing it in form videos, students fix errors. They are required to come up with creative ideas in presenting video presentations with correct grammar and good video quality.

The lecturer of the Business English course can conduct innovative learning activities based on the outcomes of a mix of simulation methods as project-based learning. Students can enhance the accuracy, fluency, and comprehension components of their speaking performance.

METHOD

This study uses classroom action research with the aim of overcoming problems that arise in the classroom. Classroom action research, according to Mertler (2009), is a cooperative, participatory approach that enriches education by embracing change and involving educators in bettering their own practices.

Mills (2003) defined action research as any systematic inquiry conducted by teachers, administrators, counsellors, or others with a vested interest in the teaching

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Figure 1.1 Interpretation of action research spiral, Kemmis and McTaggart (2004, p. 595).

This research was conducted at Kadiri Islamic University, Sersan Suharmaji street No. 38, Kediri. The time of the research was carried out in March - May 2023. The subjects of this research were Sixth-Semester Students of the Faculty of Economics, Class A4 Management Study Program, totaling 32 people. There are two types of data in this classroom action research: qualitative data and quantitative data. As the focus of classroom action research is process, the instruments used to collect data can describe the learning process of students in class. Data collection instruments consisted of observation lists, video cameras, field notes, questionnaires, and student speaking performance tests. Qualitative data was conducted using deductive coding while quantitative data was assessed using a statistical descriptive formula.

FINDING AND DISCUSSION

This research was carried out in two cycles which included planning, implementing, observing, and reflecting. Researcher and collaborators work together to plan the cycle's execution schedule as they carry it out. Each meeting's learning activities

include an opening activity, a major activity, and a closing activity. The course instructors and collaborators have addressed the lesson plan that has been outlined in the semester learning plan (RPS) for the Business English course in the first step of this classroom action study, which is activity planning. The module's instructional materials were created with the assistance of partners who had access to relevant, practical, and supporting teaching resources as well as demonstration videos for making business presentations. Collaboration is crucial to strengthening the lesson plan using the simulation method.

To encourage students to express their ideas, the lecturer included a number of open-ended questions in the first activity that were supported by pictures from the module that she provided at the beginning of the course. For students who are willing to respond to inquiries, lecturers offer stimulation and encouragement. Students started selecting the information they would include in a business presentation after discussing the pictures.

Lecturers provide theories about business presenting models and how to create videos as project-based learning in core learning activities to solve speaking difficulties. In this activity, the lecturer talked about the opening, body, and closing of a presentation. In order to close the learning activity, assignments were given to the students based on the presentation materials for each group, which would then be expanded upon collectively at the following meeting.

Teachers assist students in conducting more brainstorming around the topics covered during the prior meeting. The speaker also gives clarification on the phrases used to begin a presentation, which include greetings, introductions, introductions of the group members, and the presentation's goal. The groups that were decided upon at the last meeting are seated together with the students. They practiced greeting one by one while according to the correct procedure. Because it still makes use of short words and sentences, this activity can go without any problems.

Quantitative data of the first cycle on the speaking performance test was carried out based on the accuracy, fluency, and comprehensibility rubrics which be follows.

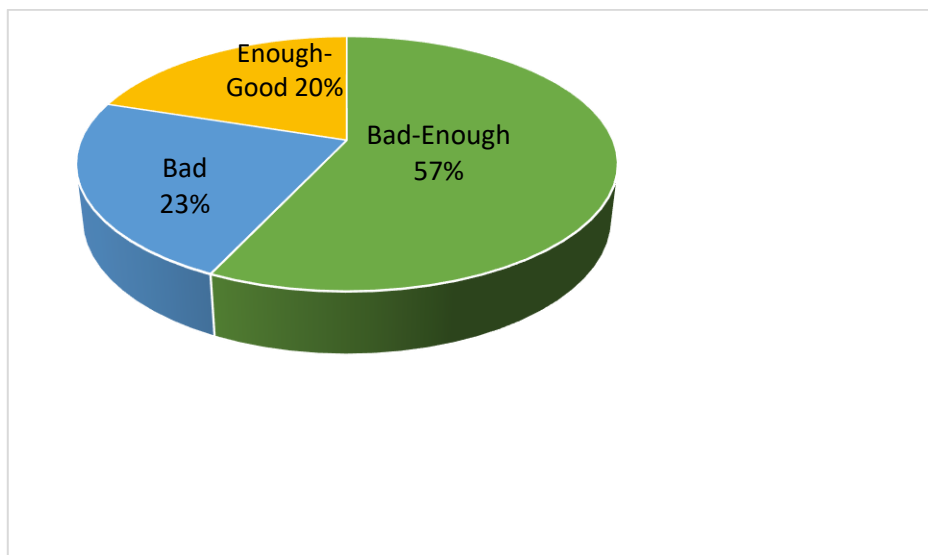


Figure 2.1. Qualification of Speaking Performance for Cycle 1

The first cycle's value displays an inadequate value. Most student scores fall into the low category. This value falls into the bad and enough categories, and 65 is the required achievement value. More specific explanations for this rating include low qualifications (23%), low-moderate (57%), and medium-good (20%). In the first cycle, there is a 53% accuracy rate, a 60% fluency rate, and a 62% comprehension rate.

The second cycle of quantitative data on the speaking performance test showed an increase in student speaking performance. The following is a picture of the speaking performance qualification cycle 2.

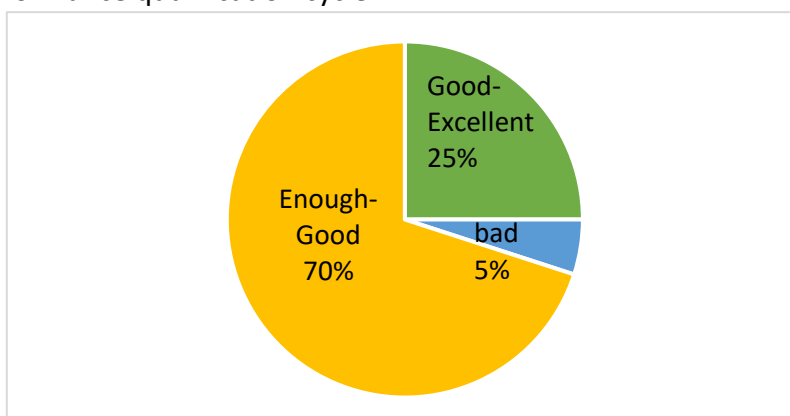


Figure 2.2. Qualification of Speaking Performance Cycle 2

Qualification results show that in this second cycle eight students get good-satisfactory qualifications (25%), moderate-good which increases significantly (70%). The results showed that the students' speaking performance increased including aspects of accuracy, fluency and comprehensibility. In this cycle, students are more active and courageous in speaking and the level of participation in giving peer assessments is already high. The percentage of speaking performance elements increased, accuracy (53% to 66%), fluency (60% to 75%) and comprehensibility (65% to 66%).

The results of the student impression survey about the simulation approach, on the other hand, indicate that students generally need a teaching strategy that involves

them actively and in which the information is both theoretical and practical. The majority of students agree that simulations can help with motivation (85%), that they are a fun way to learn (79%), that they offer learning experiences, and that they offer more learning value than self-study (88%), according to research on how students perceive the use of simulations in general. Implementing simulations creates a favorable impression and is anticipated to be used in courses that require practice and practice.

CONCLUSION

The use of the simulation approach as project-based learning demonstrates how important this method is for enhancing students' public speaking abilities when giving business presentations. This is demonstrated by the fact that the average student score climbed from 58.23 to 67.65 at the end of cycle 2, indicating that the success requirements were met. Based on students' opinions of project-based learning and simulation approaches to enhance students' speaking abilities, it reveals a favorable perception where students believe there is a need for engaging, practical methods in everyday learning activities.

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