

The Effect of Simulation-Based Instructional Program on Speaking Performance of EFL Jordanian Female learners

أثر برنامج تدريسي قائم على المحاكاة على الأداء الشفوي لمتعلمات اللغة الانجليزية الأردنية كلغة أجنبية

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Abstract:

This study examines the effect of a simulation-based instructional program on Jordanian EFL first secondary grade female students' speaking performance. It is an attempt to answer if there are any statistically significant differences in the students' speaking performance attributed to the simulation-based instructional program on the post-test mean scores. A total of 40 participants were assigned randomly into two groups, the control group and the experimental group at Almazar Secondary School for Girls in Southern Almazar Directorate of Education, Jordan during the first semester of the academic year 2021/2022. For data collection, a pre/post speaking test and a rating scale were used. The collected data were analyzed using proper statistical measures such as One-Way ANCOVA. The results revealed that the simulation-based instructional program had a significant effect on the five skills of the speaking performance pronunciation, vocabulary, grammar, fluency and comprehension in favor of the experimental group. The researcher recommended conducting training workshops on simulation and simulation-based instructional programs for EFL teachers. In addition, simulation techniques should be infused into the speaking activities in the textbooks.

Keywords: Simulation technique, speaking performance, EFL

المخلص:

أجريت هذه الدراسة لتقصي أثر برنامج تدريسي قائم على المحاكاة على الأداء الشفوي لطالبات الصف الأول ثانوي الأردنيات في مبحث اللغة الانجليزية كلفة أجنبية وحاولت الدراسة الإجابة فيما إذا هناك فروق ذات دلالة إحصائية في أداء الطالبات الشفوي على الاختبار البعدي تعزى للبرنامج التدريبي. اختير (40) طالبة عشوائيا من شعبتين دراسيتين من الصف الأول ثانوي في مدرسة المزار الثانوية للبنات في مديرية التربية والتعليم لواء المزار الجنوبي للفصل الدراسي الأول من العام الدراسي الأول 2021-2022. ولجمع البيانات استخدم اختبار قبلي وبعدي وسلم تقدير لفظي وحللت البيانات

التي جمعت باستخدام عدة مقاييس إحصائية مناسبة مثل التحليل الأحادي. أظهرت نتائج الدراسة وجود أثر للبرنامج التدريسي القائم على المحاكاة على المهارات الفرعية الخمسة للأداء الشفوي (اللفظ، الكلمات، القواعد، الطلاقة والفهم) لطالبات المجموعة التجريبية. وأوصت الباحثة بإجراء المزيد من الورش التدريبية لمعلمي اللغة الانجليزية حول أسلوب المحاكاة، وتصميم برامج تدريسية قائمة على هذا الأسلوب. كذلك أوصت بضرورة تضمين المزيد من أسلوب المحاكاة في أنشطة المحادثة.

الكلمات المفتاحية: أسلوب المحاكاة، الأداء الشفوي، اللغة الانجليزية كلفة أجنبية.

Introduction

Carrying out communication, maintaining social relationship by communicating with others and expressing ideas are some of the results of mastering speaking skills (Aini, Yufriyal & Hasan, 2014). Thus, speaking is highly needed by everyone in order to take the opportunity of having an active role in the communication process. Nevertheless, it is expected that the success of teaching this skill, i.e., speaking, is demanding as it is challenged by the effectiveness of the right materials, the motivated teacher and the adequate techniques applied in the classroom.

Usually, an individual's feelings and personality are expressed orally (Kurniati, 2016). Through speaking, individuals are able to express themselves where they can transfer information in special patterns of communication that are appropriate for different social and cultural functions. This implies the significance of the teacher's role in shaping speaking functions properly, especially in foreign language settings (Kaminskaya, 2016). Apparently, during teaching speaking, teachers might help their students not only by creating utterances in order to exchange information in the target language properly but also explaining the functions of the socio-cultural and pragmatic features which are absent in the foreign language setting. This is necessary as it helps students speak the language proficiently (Lindsay & knight, 2006).

Helping learners to communicate in oral and written forms is one key of the outcomes that the Ministry of Education attempts to achieve through

teaching English in Jordan (Ministry of Education, 2006). Unfortunately, there are some problems in speaking when uttered by the students in many schools in Jordan (Alzayyat, 2014). Students still think that it is difficult to speak English so they have difficulties in expressing their ideas, personalities and feelings in English (Rababah, 2005). Students often face difficulty in using English when they interact with others (Gharalah, 2001). In addition, they hesitate to speak up, particularly if they are asked to communicate using English (Alhabahba & Mahfoodh, 2015). According to Alkhalwaldeh (2010), some students still prefer to be passive in the speaking activities and they have negative attitudes towards learning English.

Unfortunately, what happens nowadays inside speaking classes is that students may not have much interest in learning how to speak effectively (Kaminskaya, 2016). Researchers are concerned with students' speaking skill as still far away from what it should be although it is the age of communication and interaction (e.g., Rababah, 2005). Thus, many researchers (e.g., Al-Jamal & Al-Jamal, 2013; Gharalah, 2001; Rababah, 2005) investigated the reasons behind this and the reasons that may force Jordanian learners to have negative opinions and beliefs about English learning abilities. Similarly, conclusions from international research may be also informative. For example, Hoge (2011) presented a number of difficulties behind learners' negative beliefs such as the difficulty of speaking, students' weakness in English and the impossibility to speak English easily and quickly. Many researchers (e.g., Richards, 2008; Rodriguez, 2012) elaborated that speaking in FL is very difficult, as learners need a long time to build and develop their competencies in speaking since spoken interaction seems very complex. Fabio (2015) attributed these problems to the kinds of used activities that may force students to have such negative opinions and beliefs about speaking. Such activities are hard to draw attention to. This, in turn, will not motivate the learner to speak in the classroom (Nurhayati, 2016).

To cope with the problems that may hinder students to speak, certain techniques that provide students with communicative activities may be helpful. As these activities provide learners

with ample practice opportunities, Rodriguez (2012) indicated that creating situations in class where students have the chance to have real-life communicating and meaningful tasks to use and speak their oral language is one of the teacher's tasks. Therefore, teachers who are in constant quest for activities that promote students' speaking skills lively, creatively and interestingly are strongly appreciated (Kaminskaya, 2016). Simulation is one of such recommended techniques that accounts for improving students' self-esteem and eventually their whole personalities.

Simulation: Definition and Features

Simulation is a dramatic communicative activity in which students are asked to simulate an experience that they may face in real-life situations. They work together to solve this problem by bringing their own opinions and representing their own attitudes about the problem (Livengstone, 1983; Via, 1987).

Some scholars (e.g., Richards, 1985; Sam, 1990) explained the features of simulation as a teaching technique. Firstly, it simulates learners to conversational interaction. Secondly, it gives learners the opportunity to use the language freely. Thus, simulation is declared as a source of fluency. Thirdly, the simulation technique is presented as an activity involving interaction between individuals in groups based on the simulation of real-life experiences. Students create a realistic learning environment by bringing real items to the class (Brown, 2001, P. 135).

Many scholars (e.g., Murcia, 2001; Nunan, 2015) summarized the steps of teaching by simulation into three phases: giving the necessary information to the participants, discussion, and follow up tasks. The first phase is divided into providing the necessary information and linguistic input. Simply, it is the information phase about which they are, and how they feel and think. Next, they have a whole classroom discussion about the task that is followed by a follow-up. According to Fitriani, Azhar and Nababan (2013), the implementation of the simulation technique goes through three stages: orientation, simulation, and debriefing. The orientation stage involves explaining what the simulation is about

accordingly, the teacher assigns roles to the students. The simulation stage involves practicing the roles so students are divided into groups, each participant is provided with a role card. Whereas, the debriefing stage involves evaluating the simulation.

Purposes and Significance of Simulation

Simulation works so well as a teaching technique because it helps students to be more engaged with the subject matter than through any conventional approach to teaching. Additionally, students' motivation and speaking performance are linked in a way that enhances and expands the overall learning process (Jansiewicz, 2004).

Using the simulation technique is considered to be a break from the textbook, the chalk and talk method of the teachers (Kimlan, 2010). In addition, real-life situations and communication are unpredictable. The students may learn all the correct forms of communication but may not know when and how to use these forms appropriately. Thus, simulation provides students with the opportunities to react to these simulations and experience real-life situations (Richards, 2005).

Jones (1982) confirmed learners need to be provided with a great deal of opportunities in order to communicate with others using the target language. Simply, participants through simulation communicate naturally to fulfill the roles or solve the problem presented in simulation. In other words, in simulations, the participants create real communication according to roles, functions and duties. Real communication involves real people who will show their duties and thoughts in communication while discussing real issues. Thus, playing or acting based on a given script is not a real communication and it does not involve negotiation of meaning. Whereas, in simulation, participants interact, exchange thoughts and negotiate meanings as they take on the roles.

Students' motivation would be generated through learning by simulation. According to Jones (1982), motivation is inherent in simulation since it arises out of the circumstance in which the participants find themselves. Motivation could also come from the participants' emotional satisfaction

and pleasure to make their own decisions while acting and simulating real-life situations. Thus, simulation is designed to help students improve their speaking skills. Additionally, students have many roles in simulation technique. According to Lyu (2006), the roles of students in learning through simulation technique are arranged into major categories: taking functional roles, stepping into the event to carry out their duties and responsibilities.

To the researcher's best knowledge, who looked into many sources, empirical researches addressing the use of simulation in speaking classes is almost recent and few in related literature.

Al-Saleh (2010) investigated the effect of using the simulation technique on tenth-grade EFL students' speaking achievement and perceptions in Amman First Directorate of Education. Sixty two students participated in the study; they were assigned into two groups, control group that consists of thirty-one students from Misaloon Secondary School for Girls taught by the currently used teaching method and the experimental group that consists thirty-one students from al-Yarmouk Secondary School for Girls taught through the 'simulation model'. The experiment lasted for four months. The rating scale was used to assess the oral outcomes of the speaking test that was designed by the researcher. The students' perceptions for learning through the simulation technique were determined by using a questionnaire. It is found that there were statistically significant differences in the speaking achievement mean scores of tenth-grade EFL students that can be attributed to utilizing simulation technique in teaching the experimental students group.

Javid (2012) investigated the effectiveness of simulation in developing oral skills. The purpose of the research was to implement a simulation technique in teaching English to freshman students of pharmacy. All freshman pharmacy students at Taif University were chosen to participate in the study. Pretest and posttest were developed by the researcher in order to collect data. The results showed that the oral skills of students in the experimental group have been significantly improved.

Fitriani, Azhar and Nababan (2013) investigated the effect of utilizing simulation techniques on enhancing the speaking ability Smk Darul students. The researcher used a quasi-experimental design the result of the data analysis, illustrated that the simulation technique could improve the students' speaking ability as this technique gave the best way in improving the students' speaking ability in SMK Dare AlHIkmah Pekanbaru.

Chergui (2016) implemented simulation activities in teaching English to second year EFL students at the University of Constantine. Thirty six students were selected as a sample. A quasi-experimental method was used to test the efficacy of simulation in developing EFL learners' speaking and listening proficiency. The sample consists of two groups, experimental group and control group. After analyzing the pre/posttest results, the findings revealed that simulation has successfully developed the EFL learners' speaking and listening proficiency.

Saefudin (2016) tried to investigate the effectiveness of simulation techniques on students' English-speaking skills. Two classes of eighth grade at SMK NU Wargabinangun were selected to be the sample of the study. The researcher used quantitative research by using quasi-experimental scale. After processing the data, the researcher found out that students' speaking abilities in the experimental group have been increased in comparison with the control group. Also, students were able to speak up confidently.

Vitasmoro (2017) studied how students' speaking competence could be improved by utilizing simulation techniques to teach English speaking at Management Program of Economics Faculty of Kadiri University. Data were collected using oral tests. The results of the study proved that using the simulation technique improved the students' English-speaking achievement since this technique helped in creating an enjoyable environment for learning.

Aftab, Ghani, Abdul & Mustanir (2021) attempted to apply simulation techniques for learning speaking skills. In this study, 200 male students are selected from government sector colleges at Abbottabad at the Intermediate level.

Students played their role by using their creativity as well. Scores of pre and post-test are compared to see the impact of the simulation technique on experimental group students. The quasi-experimental design is used, and data is collected and analyzed statistically using SPSS. Findings showed that the experimental group performed better than the control group.

Hamad and Alnuzaili (2022) investigated the effect of using simulation strategy in developing EFL speaking skills, with the assistance of using a telegram channel "Oxford Bookworms Collection" for PDF books with an audio version, to stimulate pronunciation, intonation and enrich vocabulary. The researchers conducted this study by involving 50 students divided into two groups, the control group and the experimental group. The participants learn Listening and Speaking-3 course, major English, at the College of Science and Arts (Muhayil), King Khalid University. Pretest and posttest were used to collect data. The findings revealed that using the simulation strategy helped the students of the experimental group to develop speaking skills and affected speaking micro-skills in terms of body language, fluency, pronunciation, intonation, grammar, and vocabulary usage positively. Moreover, students became motivated to speak spontaneously.

Concluding Remarks

Empirical research using the simulation-based instructional program in teaching speaking is almost few in related literature, up to the knowledge of the researcher who looked into many sources. However, few studies were carried out on Arab learners of English. In the Jordanian context, few studies were conducted to examine the use of simulation techniques among Jordanian EFL learners, namely, Al-Saleh, 2010. Thus, there is a need to carry out more studies in order to reinforce the speaking performance of Jordanian EFL learners.

The samples of the previous studies were various for example (Aftab, Ghani, Abdul & Mustanir, 2021; Fitriani, Azhar & Nababan, 2013; Javid, 2012) focused on university students, whereas, the studies of (Al-Saleh, 2010; Saefudin, 2016) examined school students.

All the previous studies examined the effect of the simulation technique on one variable which is the speaking skill. Whereas, the studies by (Hamad & Alnuzaili, 2022; Chergui, 2016) examined how students' listening and speaking skills can be affected positively by using the simulation techniques. The present study comes as a complementary one to the previous studies since the researcher investigated the effect of using the simulation-based instructional program on female first secondary-grade students' speaking performance. This study is different from almost all the previous studies in the sense that it focuses on Jordanian EFL learners.

To the researcher's best knowledge, this is one of the attempts, in Jordan, to examine and investigate the potential effect of a simulation-based instructional program on the students' speaking performance. The present study is different from the previous studies in the researcher's attempt to redesign speaking activities that are provided in the textbook Action Pack 11. Also, the researcher designs a proposed teacher training workshop since teachers themselves need to be trained on utilizing simulation techniques in speaking classes in order to improve their students' speaking performance.

Statement of the Problem

Based on the researcher's experience as an English supervisor and as a TEFL teacher in different educational directorates in Jordan such as Petra, al-Karak and Southern Almazar, students face difficulties in their speaking performance. Furthermore, a research in this area reports that students show certain difficulties when they are asked to speak and use the language orally (e.g., Al-Masadeh & Al-Omary, 2014; Jafar, 2012; Rababah, 2005). Unfortunately, researches show that Jordanian learners cannot use the English language proficiently although they have been studying it for many years in school (Alzayyat, 2014; Ihmeideh, Al-Omari & Al-Dababneh, 2014). Likewise, limited opportunities outside of the classroom to practice the language may hinder many Jordanian students to improve their speaking skills.

In light of the researcher's experience of

teaching English, it is noticed that many English teachers still teach speaking skills traditionally by asking students to repeat a certain dialogue or just acting it out without any attempt to help them enhance their speaking abilities and create or increase their motivation toward speaking classrooms. Therefore, the researcher examined the potential effect of a proposed simulation-based instructional program on female first secondary-grade students' speaking performance.

Purposes of the Study

This study aimed to investigate the effect of a proposed simulation-based instructional program on speaking performance among female Jordanian first secondary-grade students in Southern Almazar Directorate of Education using Harris' (1977) skills of the speaking-assessment rubric (pronunciation, grammar, vocabulary, fluency and comprehension).

Questions of the Study

The study tried to answer the question: Are there any statistically significant differences at $\alpha < 0.05$ in the students' speaking performance attributed to the simulation-based instructional program on the post-test scores?

Significance of the Study

This study is significant because it corresponds to the guidelines for teaching English in Jordan, which underline the development of students' speaking skills in order to be able to communicate, interact with others and express themselves (Ministry of Education, 2006). In view of this, the findings of this study can be beneficial for the Ministry of Education when designing EFL textbooks. Curriculum designers in the Ministry of Education in Jordan (MOE) might take into consideration the effect of using simulation techniques on learning speaking, so they may design speaking activities that use this technique and help learners practice speaking inside and outside the classroom. Eventually, this study may help Jordanian first secondary-grade students improve their speaking performance by using simulation technique.

Hopefully, the findings of the present study may be beneficial for many teachers who look forward to creating motivated EFL speakers in and outside the classroom. Specifically, the findings can illuminate teachers' practices when teaching the speaking skill as this study provided them with guidelines together with lesson notes. Furthermore, it may be a source in the research areas on the communicative competence and teaching speaking to the Jordanian learners.

Operational Definitions of Terms

The following terms are included in the study:

Speaking performance: refers to first secondary-grade students' performance in expressing themselves orally, fluently in a meaningful context using sound pronunciation, vocabulary and grammar as measured by the participants' scores achieved in the speaking test (developed by the researcher). The researcher adopted Harris's rubric (1977) in order to code students' responses to the test.

Simulation: refers to the activity in which the participants are assigned to roles, functions and responsibilities within a situation. Also, it is the technique that is used with the experimental group to teach the speaking activities that are redesigned according to the steps of utilizing this technique.

Method and Procedures

Design of the study

The study followed the quasi-experimental design, through a pre-test and post-test design.

Variables of the Study

This study encompassed only one independent variable, which is the teaching method with its two levels: the simulation-based instruction and the conventional way of instruction. Students' performance, in the speaking post-test with its five speaking performance skills (i.e., grammar, pronunciation, vocabulary, fluency and comprehension) was the dependent variable

Participants of the Study

A total of 40 participants in the study were chosen randomly from a convenient school, namely; Almazar Secondary School for Girls at Southern Almazar Directorate of Education and they were assigned randomly into two groups: the control group and the experimental group. The participants were all homogenous with regard to age range, gender (all are female) and the same level of education. The pre-test was given to the study groups in order to identify the equivalence between them. Thus, One-Way ANCOVA analysis was used in order to identify the equivalence.

The Instructional Program

After content analysis of the speaking activities included in Action Pack 11, the researcher selected four speaking activities from four units and redesigned them in light of the simulation technique, also, they are provided with dramatized dialogues. To ensure the validity of the instructional program material, it was sent to a jury of ten judges who are specialists and experts in English curricula and instruction, language and education.

Instruments of the Study

Two instruments were utilized in the current study in order to collect the needed data:

The Speaking Test

The test was designed by the researcher as a pre/post-test in light of analyzing the content of the speaking activities in Action Pack 11. The test, which consisted of twenty-five marks, involved three parts: question and answer, discuss information and talk about situations.

The Rubric Scale of the Speaking Test

The second instrument was a five-point analytical rubric to measure the levels of improvement of the five speaking performance skills through using the Rubric score of the Speaking Test suggested by Harris (1977). The researcher adopted this rubric in order to achieve the purpose of the study.

Validity of the Speaking Test

To ensure the validity of the test, it was submitted to a jury of ten specialists who validated the instructional program.

Reliability of the Speaking Test

To ensure the reliability of the test, the researcher piloted the speaking performance test. The test-retest was conducted on a nonparticipant group consisting of fifteen first- secondary grade students from Al-Hussayniah Basic School. To obtain the reliability coefficient of the tests, Pearson's Correlation test was used. The correlation coefficient was calculated between the two cases, yielding a value of 0.94 that is suitable for the purposes of this study.

Training the Teacher of the Experimental Group

The researcher designed a two-day training workshop and trained the teacher of the experimental group in order to ensure that she understood the aims and the procedures of the study.

The Instructional Material

The instructional material used in the study was based on the speaking activities of three units selected from the students' book of Action Pack 11 (units 1, 2 and 5). The speaking activities were redesigned using simulation techniques. The activities were selected in light of two criteria:

1. Relating the content to the objectives of the program, and
2. The relevance of the content of the activities to the students' interests, and their real-life situations.

Procedures of Designing the Instructional Program

The following procedures were followed in designing the program:

1. Analyzing the content of the speaking activities included in Action Pack 11,

2. Identifying the speaking activities in the targeted units of Action Pack 11,
3. Defining the outcomes, vocabulary items, grammar, expressions and procedures to be implemented in each activity,
4. Specifying appropriate time for each activity, and
5. Redesigning the activities and preparing the simulation cards.

Procedures of Implementing the Instructional Program

The following procedures were followed in implementing the program:

1. Training an EFL teacher how to teach the speaking activities included in Action Pack 11 using the simulation technique and demonstrate to her how to use simulation techniques in teaching the speaking activities,
2. Conducting the oral pre-test on the control group and the experimental group before implementing the program,
3. Introducing the program to the experimental group and identifying students with simulation technique,
4. Teaching students in the experimental group through the program, and
5. Assessing the students' speaking performance by conducting oral post-test after implementing the program.

Teaching the experimental group

At the beginning of the treatment, the teacher introduced and demonstrated the use of simulation technique, then taught the speaking activities through three stages:

1. The stage of pre-speaking and orientation where the focus is on explaining what the simulations are about and for,
2. The simulation stage where the focus is on practicing the role assigned to the students,
3. The debrief stage where the focus is on evaluating the simulation.

Researcher’s Regular Visits and Reflective Notes

The researcher trained one teacher in order to teach the experimental group. Thus, during the implementation of the instructional program, the researcher kept visiting, meeting the teacher of the experimental group and the teacher of the control group, joining the speaking classes and writing the necessary reflective notes in order to check the progress of the treatment and the students’ speaking performance. Reflective discussions were held after each meeting.

Objectives of the Instructional Program

Upon the completion of the instructional program, the participants should be able to:

1. Enhance their speaking performance in their real interaction and use of the language,
2. Apply simulation techniques in real classroom situations,
3. Speak English words and sentences clearly, correctly and fluently, and
4. Use words and sentences to participate in conversation in a variety of authentic contexts and real-life situations.

Results of the Study

To answer the question of the study, the researcher calculated the mean scores (M) and standard deviation (SD) of the speaking performance pre/post-tests scores for the experimental group and the control group. Table 1 presents the results.

Table (1)

Results of Pre and Post Tests of the Total Scores for Groups

Group	Total Pre-test			Total Post-test	
	N	M*	SD	M*	SD
Experimental	20	8.95	3.35	17.75	5.31
Control	20	9.55	1.23	13.80	1.77

Table 1 reveals that the mean of the post-

test scores of the experimental group (M= 17.75) is higher than that of the control group (M= 13.80), with standard deviations of 5.31 and 1.77 respectively. Thus, there is a noticeable difference between the mean scores of the experimental group (simulation) and the control group in favor of the experimental group. In order to determine whether this difference of means is significant, the researcher used One-Way ANCOVA. Table 2 shows the results.

Table (2)

Results of One-way ANCOVA for the Post-Test Scores per Simulation

Source	Sum of Squares	Df	Mean Square	F	Sig.	Eta Squared
Group	228.492	1	228.492	92.319	.000*	.714
Error	91.576	37	2.475			
Total	10705.000	40				
Corrected Total	750.975	39				

It is evident that there are statistically significant differences between the mean scores of both groups. Statistically speaking, the calculated value of F was 92.319 at $\alpha < 0.05$ which means that there is an observed difference between the two mean scores of the two groups in favor of the experimental group (simulation) on the post-test. Accordingly, to determine in favor of which group this difference was, the researcher calculated the adjusted means scores and the standard errors. Table 3 presents the results as follows.

Table (3)

Results of the Adjusted Means and Standard Errors in the Post-Test per Simulation

Group	M	Std. Error
Experimental	18.18	.35
Control	13.37	.35

Table 3 shows that the adjusted mean of the experimental group is 18.18 and this is higher than the adjusted mean of the control group which was 13.37. Table 2 also shows that the effect size was high according to Cohen (1975); the Eta Square was 0.714. The researcher calculated the means and the standard deviations of these skills as presented in Table 4.

Table (4)

Results of Pre-Test and Post-Test of Speaking Performance Skills

Skills	Groups	N	Pre-test		Post-test	
			M*	SD	M*	SD
Pronunciation	Experimental	20	1.85	.81	3.50	1.28
	Control	20	1.75	.44	2.70	.47
Grammar	Experimental	20	1.85	.93	3.35	1.14
	Control	20	2.00	.32	3.00	.56
Vocabulary	Experimental	20	1.90	.79	3.85	.93
	Control	20	1.95	.22	2.80	.52
Fluency	Experimental	20	1.65	.67	3.30	1.22
	Control	20	1.85	.37	2.70	.47
Comprehension	Experimental	20	1.70	.80	3.75	1.02
	Control	20	2.00	.56	2.60	.50

Table 4 reveals that the mean scores of the post-test of the experimental group in the five skills are higher than those of the control group.

Hence, to find out whether these differences are statistically significant, One-way ANCOVA was performed on the post-test scores.

Table (5)

Results of One-way ANCOVA Test on Post-Test Scores of Speaking Performance Skills

Skills	Source	Sum Squares	Df	Mean Square	F	Sig.	Eta Squared
Pronunciation	Group	4.477	1	4.477	20.339	.000*	.355
	Error	8.145	37	.220			
	Total	426.000	40				
	Corrected Total	41.600	39				
Grammar	Group	2.430	1	2.430	6.924	.012*	.158
	Error	12.987	37	0.351			
	Total	435.000	40				
	Corrected Total	31.775	39				
Vocabulary	Group	11.969	1	11.969	38.924	.000*	.513
	Error	11.377	37	.307			
	Total	475.000	40				
	Corrected Total	32.775	39				
Fluency	Group	6.487	1	6.487	12.639	.001*	.255
	Error	18.991	37	.513			
	Total	396.000	40				
	Corrected Total	36.000	39				

Skills	Source	Sum Squares	Df	Mean Square	F	Sig.	Eta Squared
Comprehension	Group	17.522	1	17.522	40.609	.000*	.523
	Error	15.965	37	0.431			
	Total	441.000	40				
	Corrected Total	37.775	39				
Total	Group	228.492	1	228.492	92.319	.000*	.714
	Error	91.576	37	2.475			
	Total	10705.000	40				
	Corrected Total	750.975	39				

Table 5 reveals that there are statistically significant differences at ($\alpha < .05$) between the two mean scores of the two groups in the post-test on the five skills of the speaking performance. Consequently, to determine in

favor of which group the significant differences between the means scores were, the researcher calculated the adjusted means scores and the standard errors; Figure 1 presents the results.

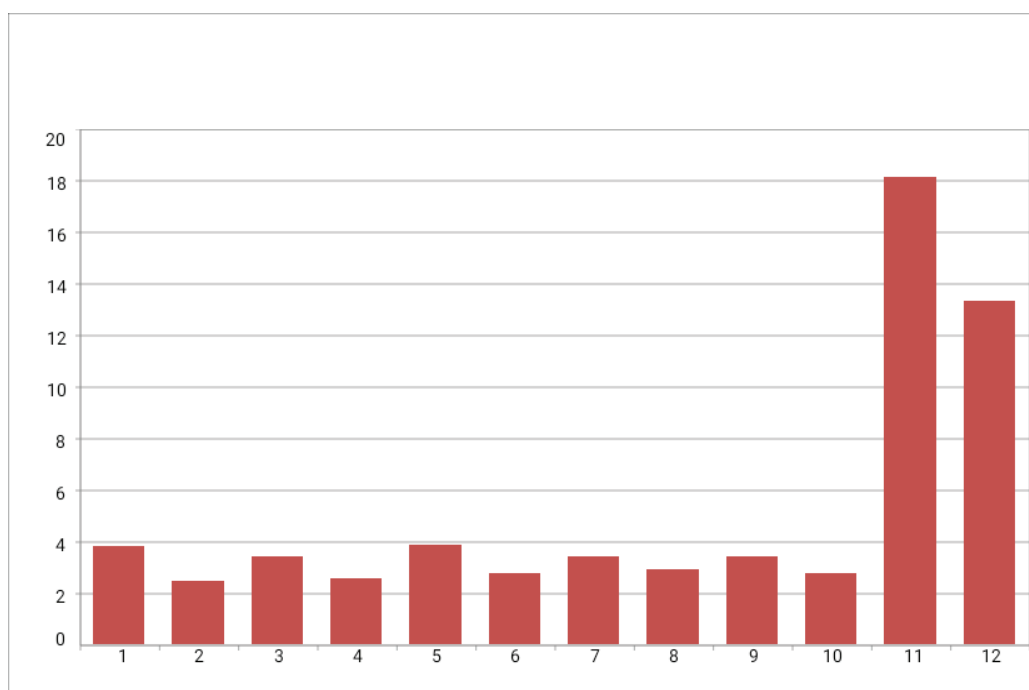


Figure 1:

Adjusted Means and Standards Errors of the Control Group and the Simulation Group in the Post-Test of Speaking Performance Skills

Figure 1 shows that the adjusted means of the five skills of the speaking performance of the experimental group are higher than those of the control group. These results provide confirmatory evidence of a noticeable increase in the post-test mean scores in the skills of the speaking performance in favor of the

experimental group. The calculated effect size of the simulation-based instructional program on the students' speaking performance in the five skills ranged between 15.8% - 52.3% and 71.4% for the total, as shown in Table 5, which revealed the high effect of the simulation-based instructional program on improving

the students' speaking performance in the five skills.

Discussion of the Results Related to the Study Question

As for the question of the study on the significant differences in the students' speaking performance attributed to the use of a simulation-based instructional program, the results revealed statistically significant differences in the students' scores on the post-test, which can be attributed to the simulation-based instructional program. The findings showed significant differences both in their overall speaking performance and that on the five components under study between the control group and the experimental group, in favor of the latter. Thus, it can be concluded that using the drama simulation technique to improve the students' speaking performance is better and more useful than the traditional methods included in the Teachers' Book.

Based on the obtained results, certain justifications concerning the effectiveness of using the simulation-based instructional program on Jordanian EFL first secondary-grade students' speaking performance can be made. Accordingly, the students in the experimental group seemed to achieve higher scores on the post-test because of getting involved in authentic practices of using the language which helped them use the language automatically. Students brought to the situation of speaking their own skills, experiences and knowledge, which, in turn, enriched the speaking classes and made the classroom setting a real life-like situation. The authenticity of practice led to engaging more interactions among the students. This authenticity was traced in the content of the speaking activities included within the instructional program as well as the dialogues that were built by the participants themselves.

Learners, through simulation techniques, feel comfortable in using the language since these techniques provide them with sufficient language practice in the class and help them use the language. In addition, students seemed to progress in their speaking performance, which can be indicated by their pronunciation, grammar, vocabulary, fluency and comprehension improvement because of the

opportunities to interact, cooperate, and help each other along in the speaking activities. Simulation speaking activities simulated authentic learner-to-learner conversational interaction; it gave the students the autonomy that their teachers wished from their students.

Furthermore, the introduction of a simulation-based instructional program to the speaking classes by the teacher to the students could affect the success or the failure of the learning process of the speaking activities. Thus, the researcher designed a workshop to train the teacher on how to implement and utilize the instructional program effectively. In other words, the teacher who participated in utilizing the instructional program is qualified and well-trained to enhance students' speaking performance and this resulted in the students' higher scores on the post-test. Simply, the effective planning, structuring and implementation of the program by the teacher helped the students to learn the speaking activities in a way that improved their overall speaking performance. They utilized the simulation technique according to the clear procedures and stages clarified in the instructional program i.e., the three main stages which are orientation, simulation and debriefing. Thus, students participating in the study were able to use the language orally since they are provided with new roles while acting and speaking and they took the responsibility of improving their speaking performance. Moreover, the teacher's speaking time was minimized which encouraged and motivated students to speak, respond actively and participate with their fellows. This lends support to Carkin (2007) who suggested that more opportunities should be given to the students in order to practice the language by maximizing the students' speaking time and minimizing the teachers' speaking time.

Since simulation is a communicative technique, the significant differences in the students' speaking performance in the simulation group was not surprising to that of the control group. As this technique encouraged students to take active part in the speaking activities in an enjoyable and meaningful atmosphere conducive to learning to speak and help them overcome the fear of speaking and using the language orally. As observed by the researcher, the simulation

technique may help them to express their own English orally and confidently. Thus, the students' fluency, comprehension, pronunciation and storage of vocabulary and structures have been developed. Because of enriching students' vocabulary, their confidence in speaking English increased. This result is in agreement with Nofiadri's study findings (2015) who indicated that by applying the simulation technique, the students could enrich their vocabulary since the lack of vocabulary was the most significant barrier to the students' confidence in speaking. Therefore, the use of simulation contributed to building a solid base that the learner needed in order to become successful and confident speaker and user of English.

There are other possible explanations and justifications for students' high scores on the post-test, which indicates improvement in their overall speaking performance. To achieve such improvement, the teacher constructed heterogeneous groups. Thus, the problem of mixed abilities was reduced when the simulation is used. Furthermore, the students' anxiety was reduced since simulation-speaking activities included in the instructional program reduced the students' stress of speaking. Because the students' anxiety was reduced, they were motivated to speak freely and confidently. Thus, more interest and excitement were created in the speaking classes.

To conclude, the simulation-based instructional program had affected positively the students' speaking performance. This finding is consistent with findings of previous literature reviewed (e.g., Al-Saleh, 2010; Fitriani, Azhar, Nababan, 2013; Saefudin, 2016; Vitasmore, 2017) which showed simulation-based instructional program as a useful program for creating better English speakers.

Conclusion

Based on the results' discussion, the researcher concluded that using the simulation-based instructional program was effective in enhancing the students' overall speaking performance. In addition, there was an improvement in the five skills of the speaking performance including pronunciation, vocabulary, grammar, fluency and comprehension.

Recommendations

In light of the study's results, it is recommended to EFL textbook designers and curricula planners in the Ministry of Education to infuse simulation techniques in the speaking activities in the textbooks. Similarly, the teachers' new roles should be seriously changed into providers, assistants and facilitators while teaching the speaking activities by applying new teaching communicative techniques in order to create more enjoyable real-life classes, encouraging their students to be more active learners and work collaboratively. Researchers are recommended to conduct similar studies on other classes at other educational levels and in other educational settings in different Jordanian schools on the effectiveness of other communicative techniques in enhancing students' speaking performance.

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