The implementation of simulation globale in teaching Expression Orale

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Abstract

Simulation globale is one of the teaching techniques which can involve all students (approximately 30 students) in class to actively speak in French. It gives freedom to all students as foreign language learners to have imagination which is in accordance with the characters being played in a created environment. The research objective was to discover which learning model that could be applied in teaching Expression Orale. The research methodology used was research and development. The research instruments used were a need analysis questionnaire, learning model evaluation sheets for learning model experts, and post-test Expression Orale 2 questions. The research findings indicated that there was a significant effect on learning process and learning outcomes among students that used simulation globale learning model compared to student that did not. This proved that teaching Expression Orale with simulation globale and learning multimedia (laptop, LCD, speakers) increased students' ability French when speaking.

Keywords: Expression Orale, simulation globale, multimedia, French

Introduction

Communication is an activity in language skills that can be oral or written. Oral or written communication occurs when two or more people are involved in a conversation, with the purpose of delivering or receiving information. According to Chaney in Kayi (2006, p.1), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The listener has to understand the content of the message being spoken by the speaker through words or sentences along with movements of the body or mimic so that the messages or information conveyed by the speaker can be understood by the listener.

A person's fluency cannot be assessed based only on his or her ability in verbal communication or in text comprehension, but also on his or her ability in practising the language used in daily life. Darmawangsa (2010, p.1) stated that

> *l'Expression Orale est une activité qui demande la pratique, il nous faut, en tant que professeur, proposer une situation pédagogique dans laquelle les étudiants peuvent pratiquer ce qu'ils ont appris de manière personnelle et naturelle.*

This statement means speaking is an activity that requires practice. Therefore, a lecturer must propose pedagogical situations in which students can practise what they have learned personally and naturally.

In addition, Zhan (2010, p.1) stated

> Communicative competence involves knowing not only that language code, but also what to say to whom and how to say it appropriately in any given situation. It deals with the social and cultural knowledge speakers are presumed to have to enable them to use and interpret linguistic forms.

Communication competence aims not only to inform a language code but also to have the ability to express the intention of what is going to say to the listener and of how to deliver it in a particular situation, which has to be adapted with social and cultural knowledge owned by the language users to be interpreted in linguistic forms. It can be highlighted that speaking skill is one of the basic aspects which is very significant in language learning that demands practice and aims to deliver an idea or opinion which needs to be adapted with social and cultural knowledge to be interpreted in linguistic forms.

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Assessment criteria for speaking skills in French used in this research, conforms with the assessment criteria for French speaking skills at the level of DELF (Diplôme d'Études en Langue Française) A2 as follows: 1) *entretien dirigé, 2) monologue suivi, 3) exercice en interaction*. As for the aspect that should be assessed in all three components, these include:

1. Lexique (étendue et maîtrise)

This is one of the aspects dealing with vocabulary. Vocabulary is the main aspect which is very important to be mastered by students who are learning a foreign language because without mastering vocabulary, they will not be able to use the foreign language. According to Tréville and Duquette (1996, p.12), *le vocabulaire d'une langue est un sous- ensemble de lexique de cette langue.* Vocabulary means a lexical part of a language.

2. Morphosyntaxe,

All languages have specific rules in expressing words which will eventually be formed into a sentence. These language rules are called grammar. An illustration of this is in French, Italian and Spanish an adjective is placed after the noun it modifies, such as: *la maison rouge, la casa rossa, la casa roja*. Wang in Wong (2012, p.63) stated the "teachers agreed that grammar drills are important in language teaching and learning. Nevertheless, they also believe that students need communicative activities to enhance their speaking ability." Further, Raul in Wong (2012, p.68) stated "explaining grammar rules to students before asking them to do activities is an effective way to teach an [second language], because this is how he learned English and it worked for him." It is suggested that grammar consists of rules of a language which are related to the way of combining words into a sentence which can be used in writing or in speaking.

3. Maîtrise du Système Phonologique

This is one of the factors that must be taken into consideration in learning a foreign language, especially speaking skills that are related to pronouncing sounds of a language. Pronunciation is a person's ability in producing a sound. This was proposed by Gilakjani (2012, p.1) who stated that pronunciation is a set of habits of producing sounds. Speaking habits can train the speaker of a language to improve the errors done when pronouncing words. Therefore, pronunciation as an activity of producing meaningful sounds is frequently used as a standard to determine one's success in mastering a language, so it must be trained continuously while also considering various aspects, such as: intonation, gestures, timing, plot and expression as well in uttering an opinion.

This shows the need to integrate pronunciation with communicative activities; to give the student situations to develop their pronunciation by listening and speaking (Hişmanoğlu, 2006, p.5). Also Dufeu (2008, p.5) said that

> *en sensibilisant dès le début de l'apprentissage les participants aux particularités de la prononciation de la langue étrangère à l'aide d'exercices conçus à cet effet, le rapport avec la langue est fortement facilité.*

Which means by raising early learning participants to the peculiarities of the pronunciation of the foreign language with exercises designed for this purpose, the relationship with the language is greatly facilitated.

Speaking skill is one important aspect which must be used in learning a foreign language because the success in foreign language learning can be observed from one's ability and how well they master speaking skills. This is in accordance with Darmawangsa (2010, p.1) who claimed that

> *on peut également trouver dans certains établissements de formation de langue mettant en place le test orale en tant que test d'orientation de niveau du cours. Bref, plus qu'ils parlent bien, plus qu'ils maîtrisent cette langue.*

This statement means that you can also find some language training institutions implementing the oral test as test level orientation course. In short, the better they speak, the better they have mastered the language. Consequently, the learning model applied in teaching Expression Orale (speaking) subject must be able to motivate students to speak in French contextually either in or outside the class. Also Bureau d'Études des Programmes de l'Enseignement Primaire (2011, p.9) said that:

> *La production orale, appelée aussi « expression » ou « communication orale », est une compétence qui consiste à s'exprimer dans diverses situations de communication. Elle est la plus naturelle des formes d'expression car la parole demeure le moyen de communication le*

> *plus utilisé dans la vie courante. Il s'agit donc d'un rapport interactif entre un émetteur et un destinataire qui suppose l'écoute et la compréhension de ce que dit l'interlocuteur.*

Which suggests that oral production, also called "expression" or "oral communication" is a skill that is to be expressed in various communication situations. It is the most natural forms of expression as the word remains the most used in everyday communication. So this is an interactive relationship between a transmitter and a receiver which implies listening and understanding what the speaker says.

Simulation globale is a teaching technique involving all students (approximately 30 students) in class to actively speak in French as they are given freedom to have imagination, as in learning a foreign language, which is much like characters being played in a created environment. Debyser (1996, p.76), said that

> *une simulation globale est un protocole ou un scénario cadre qui permet à un groupe d'apprenants pouvant aller jusqu'à une classe entière d'une trentaine d;'élèves, de créer un univers de référence- un immeuble, un village, une île, un cirque, un hotel- de l'animer de personnages en interaction et d'y simuler toutes les fonctions du langage que ce cadre, qui est à la fois un lieu-thème et un univers de discours, est susceptible de requérir.*

This statement indicates that *simulation globale* is a protocol or framework scenario that allows a group of learners consisting of an entire class of thirty students to create a story themed residential area, village, island, circus, hotel with interactive characters with a decided theme to put all their language skills into practice.

Simulation globale can be applied not only in teaching speaking but also in teaching writing, grammar, reading and listening. Fischer et al (2009, p.14) stated that

> *l'utilisation des simulations globales en classe nécessite que l'on adopte une approche holistique dans l'enseignement des langues, car la grammaire, le vocabulaire et les quatre compétences n'y sont pas considérés séparément.*

Simulation globale is used in class with holistic approach for teaching a language, grammar, vocabulary, and the integrated four language skills.

In the teaching and learning process of Expression Orale subject with simulation globale, students learn and practise French in groups. Students as members of their groups will always interact with each other using French in accordance with the topics found in *simulation globale* book, such as *l'immeuble* (houses/apartments).

At the beginning of this *simulation globale* it includes the following steps:

a. Set a fictitious identity.

   The first stage of the simulation is to determine the fictitious identity of the resident who live in apartments or housing;

b. Put the place or location.

   At this stage students have discussion to determine place and the environment. The activities that should be done by the students as follows;

c. Revive activity through verbal interactions.

   Lives in a dwelling is to make communication to meet someone, give help but sometimes also says something hurtful to others. Each interactions can be done by playing a role;

d. Revive the activity through oral result in dialogue with members of other groups or with the aid of written evidences;

   At this stage students perform activities in the writing first. Then lecturer asked the students to have dialogue in pairs on a task that has been written and solved; and

e. Create the events and incidents in the ongoing simulation.

Resident is the place where people can be born, live, love, and die. That is the life happens. There are some incident or events that are happy or sad that had happened and was able to do somethings. *Simulation globale* phrases mentioned above can be selected and determined by the faculty in accordance with the purpose of teaching to be achieved.

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Lecturers are crucial components in the implementation of learning strategy. Therefore the successful of implementation of a learning strategy will depend on the expertise of a faculty in using. The model, technical and learning tactics. A lecturer is required to be able to use appropriate learning model to improve the ability of student in mastering the learning. Students who are learning a language must master all four language skills, namely listening, speaking, reading, and writing. These four language skills have become inseparable in learning a foreign language, especially French. Mastering these four language skills will support the effort in mastering a foreign language whether it is speaking or writing. This is in line with Darmawangsa (2010, p.1) who stated

> *il y a en effet quatre compétences langagières que l'on doit acquérir en tant que l'apprenant lors de l'apprentissage d'une langue afin d'atteindre la compétence de la communication tells que la compréhension orale, la compréhension écrite, la production orale, et la production écrite.*

Methods

This research was conducted in the French Education Program Study in the Faculty of Languages and Arts, State University of Medan to answer the following question.

Research question

How learning the model, Simulation globale, can be applied in teaching of Expression Orale optimally to improve the ability to speak French?

Research methods

The research method used was research and development outlined by Borg and Gall (1989). Research and development in teaching is a process that is used to develop and validate educational products, such as *Expression Orale* learning model. The stages conducted consist of theoretical studies and data collection, planning and model development and experimenting evaluation-revision product.

The design of this research product field tests through testing that the initial field test (preliminary) intended to obtain initial qualitative evaluation of products (models of learning) developed. But before researchers gave a questionnaire analysis of the needs of the students as research subjects to obtain information about the need for the development of learning model *Expression Orale* needed by the students. Furthermore, researchers create a design learning model, namely teaching expression by using *simulation globale* and multimedia (laptops, speakers, and LCD).

Then the researchers to test the validity of using experimental (control and experimental classes) by applying the learning model in teaching *Expression Orale* 2 by using *simulation globale* supported the multimedia in the second half of students (84 people). After learning model *Expression Orale* is applied, learning models were evaluated by an expert learning model. Researchers revise the learning model based on expert advice learning model.

Research instruments

The research instruments used in this research were questionnaire analysis of the needs of the students, learning model evaluation sheets for learning model experts, and post-test *Expression Orale* 2. A evaluation questionnaires was given to 84 students attending Expression Orale 2 class.

Data

The research data is derived from 1) the result a questionnaire analysis of the needs of the students, 2) validation of the learning model *Expression Orale* developed, and 3) application of learning models *Expression Orale* (application of *simulation globale* using multimedia, such as Laptops, LCD, and speaker). The quantitative data were analyzed using statistical calculations such as t-test.

Data collection technique

Data collection techniques used in this research through the following stages:

1. Creating a questionnaire analysis of the needs of the students;

2. Create a design learning model *Expression Orale;* and
3. To test the validation by doing experiments learning model *Expression Orale*. Experimental method to the design of the control group only post-test as follows:

$$R \longrightarrow X_1 \longrightarrow O$$
$$R \longrightarrow X_2 \longrightarrow O$$

Description: R = Random, X = Treatment, O = Observation (Including Measurement)

4. Creating an instrument for the evaluation of the learning model;
5. The evaluator assesses the development of the learning model *Expression Orale;*
6. Revise the learning model in accordance with the suggestion Expression Orale results assessment evaluator;
7. Creating a matter of *Expression Orale* 2 post-test; and
8. Giving *Expression Orale* 2 post-test (to determine the ability French-speaking students, after applying the learning mode *Expression Orale* already developed).

Data analysis

Based on Table 1, the normality test result of the data showed that 2-tailed significance of the conventional (control) class (KS. 1.104, p=.175) and *simulation globale* (experimental) class (KS.1.260, P=.083). In order to discover normal data or unknown, it can be decided with the criteria that if the value of p≥ 0.05 then the data can be said to be 'normal'. This homogeneity test uses Levene's. This test was conducted to examine the data from students' learning outcomes to decide whether or not the data had the same variance or homogeneity of variance.

Table 1. *Data normality test result one-sample Kolmogorov-Smirnov test*

		Conventional Class	Simulation Class
N		42	42
Normal Parameters	Mean	75.8333	80.0714
	Std. Deviation	4.88360	7.15812
Most Extreme Differences	Absolute	.170	.194
	Positive	.163	.194
	Negative	-.170	-.144
Kolmogorov-Smirnov Z		1.104	1.260
Asymp. Sig. (2-tailed)		.175	.083

Based on this criterion, it was discovered that the data from students' learning outcomes in both conventional and *simulation globale* classes had the same variance (homogeneity of variance). Levene value 2.177 and p=.002, as outlined in Table 2.

Table 2. *Homogeneity test result data test of homogeneity of variances*

Levene Statistic	df1	df2	Sig.
2.177	1	82	.002

As Table 3 indicates, the variance test was conducted by using posttest t-test to discover whether there were differences in students' learning outcomes after giving different treatments. An effect size .33 indicates a medium effect (Cohen in Field, 2005, p.7). That is to show the effect of a considerable difference.

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Table 3: Post-test t-test independent samples test

	t	df	Mean difference	*p*	Effect size
Student learning outcomes	3.17	82	4.23 (95% CI 1.57 to 6.89)	.002	**.33**

The researchers then decided to use *simulation globale* 'l'immeuble' in teaching *Expression Orale* 2. *Simulation globale* 'l'immeuble' is one of the themes telling the life of people in apartments or houses and the neighborhood nearby. The theme is directed to freshmen (students still studying at the first and second semester). This is supported by Fischer (2009, p.12) who said that

> *lorsque le niveau des apprenants est plus bas,l'enseignant peut leur demander de décrire l'endroit (dans le cas d'un immeuble, ils décriront le bâtiment dans son ensemble, le quartier puis les appartements individuels), puis d'inventeret de décrire les personnes vivant dans cet immeuble.*

This statement means that when the level of learners is lower, lecturer can ask them to describe a place (in the case of a house, they are asked to describe the house as a whole, the district and the individual apartments), then they have to describe the situation just like the people living in the house or the apartment. The fun learning environment was equipped with multimedia such as laptop, LCD, and speakers to support the learning process.

The development of *simulation globale* learning model using multimedia was realised in the delivery of learning materials showing and letting them listen to samples of conversation, which are in line with the dialogue themes included in *Expression Orale* materials, using laptop, LCD and speakers. In the next stage, students were asked to listen to the dialogue presented. After that the lecturer assigned every group of students that had been previously formed to enact the roles as if they were the families living in an apartment building and create short dialogues in French that actually happened in daily life activities in accordance with the themes assigned. Every group acted the roles that conformed the decided fictional identities by speaking interactively with all the group members.

Researchers conducted field experiment by applying *simulation globale* 'immeuble' in teaching *Expression Orale* 2 class within 8 meetings. At this stage the researchers conducted the experiment by giving different treatments to control class and experiment class. At the end of the treatment, researchers gave a formative test. The results obtained from the formative test were analysed using t-test. This was undertaken in order to discover the effectiveness of the development of *Expression Orale* 2 learning model using *simulation globale* supported by the use of multimedia. The implementation of *simulation globale* in teaching French had been conducted by Capriles (2004) who applied *simulation globale* "l'immeuble" in teaching the French language. He held a significant role and was capable of using computer. He had conducted Ademirnet research in 1997 which focused on approximately 250 people in Europe and America living in apartments (l'immeuble) at 109 Lamarck, block 18.

Findings and discussion

Based on the result of analyzing the answers from the 84 students' need analysis questionnaires, it demonstrated that 100% of the students declared that having the ability to speak in French is very important (question number. 1), 100% of the students claimed that they must increase their ability in speaking in French (question number 2), 100% of the students stated that learning expressions used in daily life (asking for help, accepting/declining an invitation, negotiating the sale and purchase of goods, and many others) is very important (question number 3), 100% of the students said that they would be eager to attend *Expression Orale* class when the lecturer used a motivating and exciting learning method (question number 4), 98.75% of the students stated that they would prefer *Expression Orale* learning activities conducted through interaction among students as in daily life activities (question number 5), and 92.5% of the students claimed that *Expression Orale* teaching materials would have been very interesting if it had been equipped with multimedia like LCD, laptop, and speakers (question number 6).

Results of the questionnaire response analysis above shows that the majority of students want to improve the ability to speak French so that they can communicate with friends, lecturer, and native speakers both in the classroom and outside the classroom. They want one of learning model and fun

that can motivate them to speak French in real life every day. They also expect the teaching of subjects *Expression Orale* 2 is presented using multimedia.

Based on the data obtained from *Expression Orale* 2 learning outcomes of students from conventional class. It was discovered, as indicated in Figure 1, that the lowest score of *Expression Orale* 2 learning outcomes in conventional class was 65 while the highest reached 85. In general the scores of *Expression Orale* 2 learning outcomes were dominated by 73 – 76 interval class with 38.10%. It means that students who received grades 73-76 are 16 students (38.10%). The results of the test the student's ability to speak French well enough. Their ability to speak aspects such as pronunciation, grammar, vocabulary election, fluency and comprehension is quite good level.

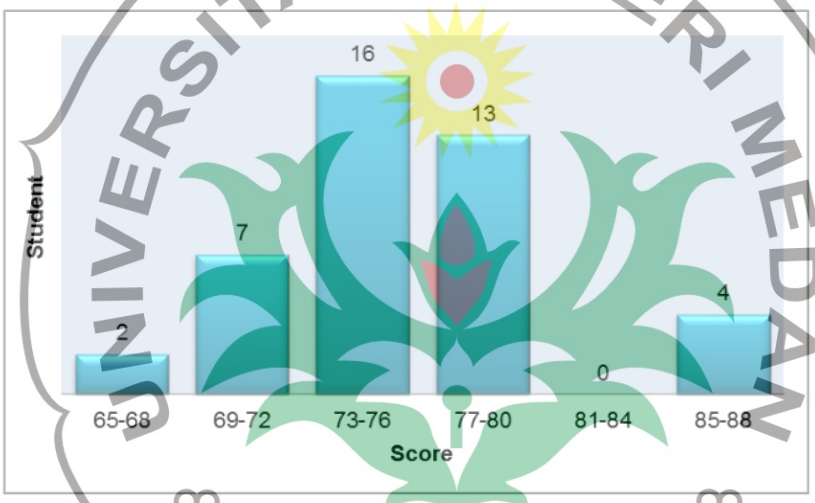

Figure 1: Expression Orale 2 learning outcomes data in conventional class

Based on the data obtained from *Expression Orale* 2 learning outcomes of students from *simulation globale* class, it resulted in statistical data description as outlined in Figure 2. It was discovered that the highest score of *Expression Orale* 2 learning outcomes in *simulation globale* class reached 95 while the lowest was 60.

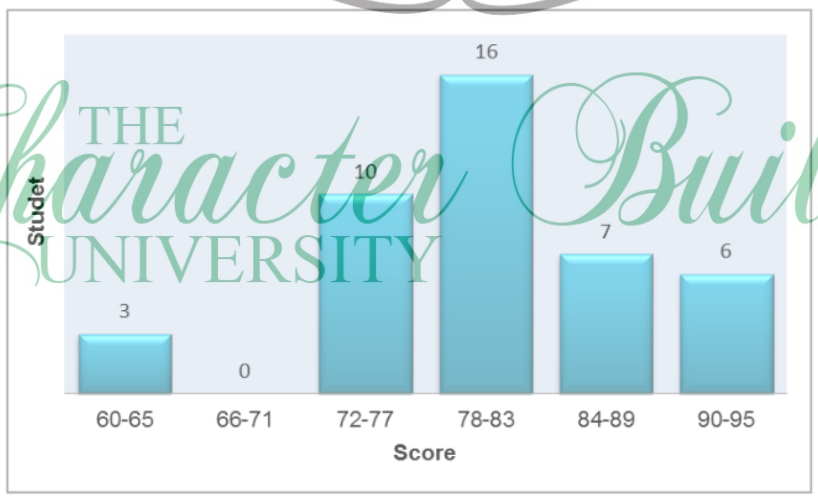

Figure 2: Expression Orale 2 learning outcomes data in simulation globale class

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In general the scores of *Expression Orale* 2 learning outcomes in *simulation globale* class were dominated by 78 – 83 interval class with 38.10%. It means that students who received grades 78-83 are 16 people (38.10%). The results the test indicate that the student's ability to speak French is good. Their ability to speak aspects such as pronunciation, grammar, vocabulary election, fluency and comprehension is also at a good level.

Expression Orale 2 subjects studied in the 2nd half in French Language Study Program at the State University Medan. The student studied French for 8 semesters for a bachelor of education in French. French as a foreign language student who studied in nine public universities in Indonesia. Indonesian as the national language is used for everyday communication by the people of Indonesia

This is supported by Bosch and Malaret (2009, p.50) who stated that

> *dans notre cas, à travers la simulation nous prétendions développer les compétences linguistiques et culturelles de nos étudiants, en l'occurrence l'enrichissement du lexique et la production orale et écrite.*

Where it is iterated that through *simulation globale*, we can improve students' linguistic ability and cultures, enrich their vocabulary, their speaking and writing skills.

The research findings are also supported by Cervoni (2005, p.1) who had used *simulation globale* themed 'le village' (le village de Cap Frambate) which was built by students from beginner classes. The students were asked to imagine with the establishment of a village as if it was real. Cervoni (2005) pointed out that there was improvement in every stage of its implementation done by the students. They discovered the correct work sheet to choose somebody's surname and many others. They were able to conduct verbal communication well. In addition, Davin (2002, p.1) had applied *simulation globale* themed *"l'île"* (island) in beginner classes. The final results proved that students whether individually or in groups had gained experiences on living in an island. They were able to undertake oral and written communication. The learning model evaluation was undertaken by an expert in language learning model. Having been evaluated, it showed that the development of *Expression Orale* learning model with *simulation globale* supported by multimedia (laptop, LCD, and speakers) had been conducted appropriately. The evaluators advised that the learning process should have been recorded. This is important to do to identify any errors made by students when they are speaking in French.

Conclusion and recommendations

The development of *Expression Orale* learning model with the application of themes found in *simulation globale "l'immeuble"* (apartments/houses) using multimedia (laptop, LCD, and speakers) proved to have motivated students of the second semester to speak in French in *Expression Orale* 2 class. The learning model by using *simulation globale* can also be applied to the subject *expression écrite* (writing), French language specialty hotel and French language specialty Tourism. *Simulation globale* can be applied also to the teaching of other languages such as English, German, and so on.

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