



Application of Social Simulation Learning Model to Improve Students' Speaking and Writing Skills (Study on English Subjects in Class VII SMP N 3 Bengkulu City in the 2023/2024 academic year)

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Abstract:

This study aims to describe the writing and speaking abilities of seventh-grade students at SMPN 3 Bengkulu City as well as the effectiveness of applying the social simulation learning model to improve the writing and speaking abilities of seventh-grade students in English subjects at SMPN 3 Bengkulu City. The study used a quasi-experiment and classroom action research design. Twenty males and forty girls, totaling sixty pupils in the seventh grade at SMPN 3 Bengkulu City, served as the subjects of the class action research. All seventh grade pupils of SMPN 3 Bengkulu City made up the population of the experimental study. Class VII.1 (the experimental class) and class VII.2 (the control class) were the study's samples. Thirty students made up the experimental class, which included thirteen males and seventeen girls, and thirty students from the control class, which included sixteen boys and fourteen girls. The study's findings indicate that: using the social simulation learning model at SMPN 3 Bengkulu City in the 2023–2024 academic year has implications for improving students' speaking skills; using the social simulation learning model at SMPN 3 Bengkulu City in the 2023–2024 academic year has implications for improving students' writing skills; and using the social simulation model is effective for improving students' speaking and writing skills at SMPN 3 Bengkulu City in the 2023–2024 academic year because the results of the students' cognitive assessment have significantly increased.

Keywords: Social Simulation Learning Model, Students' Speaking and Writing Skills

1. INTRODUCTION

The goal of junior high school English instruction is to help students acquire language skills that they may use to engage and accompany action. In the present tense, the topics of discourse center on issues related to the school environment (Kurniawan et al., 2024). Graduating students should also understand the value of English and its nature in order to increase their country's competitiveness in the global economy. Understanding different adjacency pairs—which serve as the foundation for more sophisticated interaction skills—is necessary for learners to attain this ability (Rakhmyta & Rusmiati, 2024). English language programs need to consider the benefits of language learning, the choice of which language to teach, the type of learning to use and so on. A

convincing rationale and solid planning will help to justify the need for foreign language lessons in junior high school.

One of the linguistic skills that aids students in utilizing English for communication is speaking. Students are able to express whatever on their minds through speech. Speaking is one of the competencies or life skills that must be mastered in the face of this globalization era, so the goal of teaching speaking in language lessons is to mobilize speaking skills both inside and outside the classroom and to encourage the spirit of communication. The SISDIKNAS law confirms the need for an education program that serves to improve the quality and status of life of the Indonesian people (Soro et al., 2024).

Therefore, the importance of English lessons in junior high school serves as a tool for students' self-development in the fields of science, technology and art. Through the teaching of English, students who have completed the junior high school level of education must be able to convey ideas, opinions, or responses to a problem in simple English. This is in accordance with the objectives of English teaching that have been contained in the independent curriculum (Zainuddin & Zumrudiana, 2024).

The learning model that permeates field education is still teacher-centered, not student-centered, making it

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more difficult to encourage students to participate fully in the teaching and learning process (Sanisah et al., 2024). It is undoubtedly related to the inability to maximize student learning results when there are inactive pupils in the learning process. Consequently, a student's participation in the learning process is passive. Pupils acquire knowledge solely via classroom instruction. Instructors fail to engage students' emotions (Alzaanin, 2024).

The phenomenon of not grasping the core of knowledge, particularly when writing in English. Writing is a major component of language learning. Indonesian learning that students are less interested in. It can be seen in the writing activities of classroom students who are still low. Because students are not seen as a part of the classroom reality throughout the learning process, writing in English classes has improved. Continuous presentation of uninteresting learning will make passive, reluctant and embarrassed to speak. Empirical evidence of learning outcomes for the value of speaking ability completeness is still far from the expected target, which is only around 10% of 35 students.

Students must go through a learning process in order to develop their writing talents. Since writing is an ongoing activity, learning must also be ongoing (Khezrlou, 2024). Writing is a fundamental skill that is necessary for learning at a higher level, according to this theory. Therefore, in order to meet the desired writing ability objective, writing instruction needs to get the best possible attention. When someone writes, whatever he writes, he mobilizes the mapping of knowledge he has which is poured into written language. The mood when writing is a factor that sometimes exists in every stroke of the pen that he writes.

In short, it can be said that when someone writes, he pours his personality into every stroke of writing he makes, representing his heart which is connected to his linguistic conventions. To encourage a love of writing in children from an early age, teachers must mentor their pupils as they are learning to write. Because he doesn't know what he is writing for, doesn't think he is talented, and doesn't think he knows how to write, a youngster is reluctant to write (Vasset et al., 2024). It is impossible to isolate this distaste from the impact of the family, community, and school environments, as well as from the experience of writing instruction at school, which fails to inspire and pique kids' enthusiasm in writing.

Thus, the researcher feels the need to take appropriate action to overcome the problems faced by students so that learning English becomes interesting, fun, and makes children more active to speak without any shyness. The principle of Active, Creative, Effective and Fun Learning (PAKEM) must be implemented. The teacher is no longer a feared figure nor an authoritarian figure, but must be a facilitator and motor that is able to facilitate and mobilize students to get the knowledge that students need.

In light of the aforementioned issues, research on instructional strategies and classroom activities is required to determine the most effective learning model for teaching English. Using a good and correct teaching model will affect student learning outcomes. Students have various potentials, characters and needs in learning. Before presenting instructional materials to meet learning objectives, teachers must select a model from among the numerous that have been identified by specialists.

A blueprint or pattern that may be used to create learning materials, build a curriculum (long-term learning plan), and direct instruction in the classroom or elsewhere is known as a learning model (Owen Van Horne et al., 2024). Regarding this student potential, the teacher's job in this role is to help bring that potential to life so that students may actively participate in their education (Quintero-Angel et al., 2024).

Social simulation, is one of the learning models that is thought to be suitable for achieving the objectives of teaching English. Through this model, students are given the opportunity to experience and engage directly as themselves or as other people which can then be implemented in everyday life (contextual) (Yang et al., 2024). Social simulation is something that is important for humans to be able to interact with fellow humans and their environment (Xu et al., 2024).

With the aid of this learning model, students will be able to experiment with different social processes and realities, gauge their responses, and develop the idea of decision-making abilities. The goal of using this learning model in the field of education is to activate skills that are similar to cybernetic processes (Akmam et al., 2024). Types of social simulation learning models according to Rahayu (2024), namely the social simulation model is divided into 3 types, namely Role Playing, In Community Life (Socio Drama) and Playing Social Simulation (Simulation Games).

Researchers chose the social simulation model because the social simulation model can be used as a provision for students in developing actual speaking skills in everyday life. In addition, social simulation can develop students' creativity because through social simulation students are given the opportunity to play a role according to the topic that is socially simulated and social simulation can foster students' courage and confidence in speaking. As a result, the choice of this social simulation learning model is excellent given the content, student characteristics, and learning objectives, allowing junior high school students to enhance their speaking abilities and study more effectively:

1. The author is interested in investigating the following issues in relation to the aforementioned issues: How does the use of the social simulation learning model enhance students' speaking abilities in English class VII at SMPN 3 Bengkulu City?
2. In English class VII at SMPN 3 Bengkulu City, how might the use of the social simulation learning model help pupils write better?
3. Can students in English VII at SMPN 3 Bengkulu City enhance their speaking and writing abilities via the use of the social simulation learning model?

2. MATERIAL AND METHOD

The study is a quasi-experiment and classroom action research project. Classroom Action Research takes place in the same classroom in cycles. Teachers work in tandem with researchers to execute learning, starting with the preparation stage of the cycle, which consists of planning (plan), acting (act), observing (observe), and reflecting (reflect) (Otienoh, 2024).

This research was conducted at SMPN 3 Bengkulu City in the 2023/2024 academic year. The target of the research was Class VII students at SMPN 3

Bengkulu City because many speaking and writing skills in English language learning were still lacking the Minimum Completeness Criteria (KKM).

Twenty males and forty girls, totaling sixty seventh graders at SMPN 3 Bengkulu City, served as the subjects of the class action research. The object of this research is to improve the ability to speak and improve the ability to speak and write students by using the social simulation model in the field of English with Descriptive Text (Describing people) material.

All seventh grade pupils of SMPN 3 Bengkulu City made up the population of the experimental study. Four VII classes (VII.1, VII.2, VII.2, and VII.3) in the school included the two randomly chosen courses. As the experimental class and the control class, respectively, are the first two classes. Class VII.1 (the experimental class) and class VII.2 (the control class) were the samples chosen for this investigation. Thirty students made up the experimental class, which included thirteen males and seventeen girls, and thirty students from the control class, which included sixteen boys and fourteen girls.

In data analysis techniques using statistics, there are two kinds of statistics used in quantitative data, namely descriptive and inferential statistics.

3. RESULT AND DISCUSSION

3.1 Result

The initial step taken by researchers before conducting classroom action research was to directly observe the implementation of English language learning for students in class VII of SMPN 3 Bengkulu City. This activity was carried out to obtain an overview of 1) the learning model that was applied, 2) Students' speaking ability and 3) students' writing ability.

Table 1. Observation Results of the Learning Process of the Social Simulation Model in the First Cycle

No	Observer	Average Score
1	Assessment 1	2.82
2	Assessment 2	2.77
Total Average Score		5.59
Average		2.80
Criteria		Enough

From the results of observations or observations as shown in Table 1. conducted by the teacher (as an observer) a lot of information or data is obtained about the application of the Social Simulation model by the teacher in the PTK class, that the learning

implementation score at the first meeting this time obtained an average score of 2.80 based on the observation guide the teacher's ability to implement learning is still in the sufficient category. In principle, the implementation of learning in the classroom using

the Social Simulation model learning goes well and in accordance with the lesson plan made.

Table 2. First Cycle Writing Ability Observation Results

No	Observer	Average Score
1	Assessment 1	2.47
2	Assessment 2	2.33
Total Average Score		4.80
Average		2.40
Criteria		Less

Based on the data presentation in Table 2, the average score obtained by Observer 1 is 2.47 and the average score obtained by Observer 2 is 2.33. The sum of the scores of Observer 1 and Observer 2 is 4.80. The average score of the criteria on the analysis of the results of students' writing ability was 2.40.

Table 3. Observation Results of Speaking Ability First Cycle

No	Observer	Average Score
1	Assessment 1	2.88
2	Assessment 2	2.81
Total Average Score		5.69
Average		2.84
Criteria		Enough

Based on the data presentation Table 3. obtained the average score obtained by Observer 1 is 2.88 and the average score obtained by Observer 2 is 2.81. The sum of the scores obtained by Observer 1 and Observer 2 is 5.69. The result of the average criterion score on the analysis of the results of students' writing ability of students obtained 2.84. Based on the observation guide, it shows that students' writing skills in English subjects in Cycle I are still in the sufficient category.

Table 4. Recapitulation of Observation Results of Social Simulation Model Learning Process on Teacher Activity Cycle II

No	Observer	Average Score
1	Assessment 1	3.59
2	Assessment 2	3.55
Total Average Score		7.14
Average		3.57
Criteria		Good

From the results of observations or observations as shown in Table 4. conducted by the teacher (as an observer) a lot of information or data is obtained about the application of the social simulation model by the teacher in the PTK class, that the learning implementation score at the second meeting obtained an average score of 3.57 based on the observation guide for the teacher's ability to implement learning including the "Good" category. In principle, the implementation of learning in the classroom using the Social Simulation Model goes well and in accordance with the lesson plan made.

Table 5. Recapitulation of Observation Results of Student's Writing Ability Cycle II Students

No	Observer	Average Score
1	Assessment 1	3.47
2	Assessment 2	3.58
Total Average Score		7.05
Average		3.53
Criteria		Good

Based on the data presentation in Table 5. obtained the average score obtained by Observer 1 is 3.47 and the average score obtained by Observer 2 is 3.58. The sum of the scores obtained by Observer 1 and Observer 2 is 7.05. The result of the average criterion

score on the analysis of the results of students' writing ability of students obtained 3.53. Based on the observation guide, it shows that students' writing skills in English subjects in Cycle II are in the good category.

Table 6. Recapitulation of Observation Results of Students' Speaking Skills Cycle II

No	Observer	Average Score
1	Assessment 1	3.42
2	Assessment 2	3.46
Total Average Score		6.88
Average		3.44
Criteria		Good

Observer 1 had an average score of 3.42 and Observer 2 received an average score of 3.46 based on the facts shown in Table 6. The sum of the scores of Observer 1 and Observer 2 is 6.88.

Based on the observation guide, it shows that students' speaking skills in English subjects in Cycle II are in the “Good” category.

Table 7. Recapitulation of Observation Results of Social Simulation Model Learning Process on Teacher Activities Cycle III

No	Observer	Average Score
1	Assessment 1	4.73
2	Assessment 2	4.64
Total Average Score		9.36
Average		4.68
Criteria		Very Good

From the results of observations or observations as shown in Table 7. conducted by the teacher (as an observer) a lot of information or data was obtained about the application of the social simulation model by the teacher in the PTK class, that the learning implementation score at the third meeting obtained an

average score of 4.68 based on the observation guide for the teacher's ability to implement learning including the “Very Good” category. In principle, the implementation of learning in the classroom using learning goes well and in accordance with the lesson plan made.

Table 8. Recapitulation of Observation Results of Students' Writing Ability in Cycle III

No	Observer	Average Score
1	Assessment 1	4.51
2	Assessment 2	4.41
Total Average Score		8.92
Average		4.46
Criteria		Very Good

Based on the data presentation in Table 8. obtained the average score obtained by Observer 1 is 4.51 and the average score obtained by Observer 2 is 4.41. The sum of the total average scores of Observer 1 and Observer 2 is 8.92. The result of the average criterion score on students' writing ability is 4.46.

Based on the observation guide, it shows that students' writing skills in English subjects in Cycle III are in the “Very Good” category.

Table 9. Recapitulation of Students' Speaking Skills Results in Cycle III

No	Observer	Average Score
1	Assessment 1	4.27
2	Assessment 2	4.37
Total Average Score		8.63
Average		4.32
Criteria		Very Good

Based on the data presentation in Table 9, the average score obtained by Observer 1 is 4.27 and the average score obtained by Observer 2 is 4.37. The sum of the total average scores of Observer 1 and Observer 2 is 8.63. The result of the average criterion score on students' speaking skills is 4.32.

Based on the observation guide, it shows that students' speaking skills in English subjects in Cycle III are in the "Very Good" category.

Table 10. Recapitulation of the Social Simulation Model on Teacher Activities

Cyle	Average Score	Category
Cycle 1	2.80	Enough
Cycle 2	3.57	Good
Cycle 3	4.68	Very Good

Based on the data presentation Table 10. obtained the average score obtained in cycle 1 was 2.80 in the sufficient category, cycle 2 was 3.57 in the very good category and in the 3rd cycle obtained an average

score of 4.68 in the very good category. Based on the observation guide, it shows that the learning process of the Social Simulation Model has improved every cycle.

Table 11. Recapitulation of Students' Writing Ability Score

Cyle	Average Score	Category
Cycle 1	2.40	Less
Cycle 2	3.57	Good
Cycle 3	4.46	Very Good

Based on the data presentation in Table 11, the average score obtained in cycle 1 was 2.40 in the poor category, cycle 2 was 3.53 in the good category and in the 3rd cycle an average score of 4.46 was obtained

in the very good category. Based on the observation guide, it shows that the observation results of students' writing skills have increased every cycle.

Table 12. Recapitulation of Speaking Skills Score

Cyle	Average Score	Category
Cycle 1	2.84	Enough
Cycle 2	3.44	Good
Cycle 3	4.32	Very Good

Based on the data presented in Table 12, the average score obtained in cycle 1 was 2.84 in the poor category, cycle 2 was 3.44 in the good category and in the 3rd cycle the average score was 4.32 in the very

good category. Based on the observation guide, it shows that the observation results of speaking skills have increased every cycle.

Table 13. First Cycle and Second Cycle t-test data Teacher Activity Observation

Result	Cyle I	Cyle II
Average	2.79	3.56
t _{count}	4.543	
t _{table}	2.080	

The t_{test} findings of the instructor activity observations in the first and second cycles had a t_{count} of 4.543, according to Table 13. t_{count} is more than t_{table} when consulted on the t_{table} with dk 21 at a significant level

of 0.05 or 5% of 2.080, indicating a substantial increase in the second cycle observation results over the first cycle observation data.

Table 14. First Cycle and Second Cycle t-test Data of Writing Skills

Result	Cyle I	Cyle II
Average	12	17.64
t_{count}	21.919	
t_{table}	2.045	

Based on Table 14. the t test results of the observation of writing skills of the first and second cycles obtained t_{count} of 21.919. When consulted on the t table with dk 29 at a significant level of 0.05 or 5% of

2.045, it turns out that t_{count} is greater than t_{table} , meaning that the second cycle observation results increased significantly compared to the first cycle observation results.

Table 15. First Cycle and Second Cycle t-test data of Speaking Skills

Result	Cyle I	Cyle II
Average	11.37	14
t_{count}	11.916	
t_{table}	2.045	

Based on Table 15. the t_{test} results of the observation of the first and second cycle speaking skills obtained t_{count} of 11.916. When consulted on the t_{table} with dk 29 at a significant level of 0.05 or 5% of 2.045, it turns

out that t_{count} is greater than t table, meaning that the second cycle observation results increased significantly compared to the first cycle observation results.

Table 16. Second Cycle and Third Cycle t-test data Teacher Activity

Result	Cyle II	Cyle III
Average	3.57	4.68
t_{count}	10.748	
t_{table}	2.080	

Based on Table 16. the results of the t_{test} of teacher activity observation of the second cycle and the third cycle obtained t_{count} of 10.74. When consulted in the table with dk 21 at a significant level of 0.05 or 5% of

2.080, it turns out that t_{count} is greater than t_{table} , meaning that the third cycle observation results increased significantly compared to the second cycle observation results.

Table 17. Second Cycle and Third Cycle t-test data of Writing Skills

Result	Cyle II	Cyle III
Average	17.63	22.3
t_{count}	23.378	
t_{table}	2.045	

The t_{test} findings of the second and third cycle writing skills observations yielded a t_{count} of 23.378, as shown in Table 17. t_{count} is more than t_{table} when consulted on the t_{table} with dk 29 at a significant level of 0.05 or 5%

of 2.045, indicating a substantial increase in the third cycle observation results over the second cycle observation findings.

Table 18. Second Cycle and Third Cycle t-test data of Speaking Skills

Result	Cyle II	Cyle III
Average	14	17.27
t_{count}	13.004	
t_{table}	2.045	

Based on Table 18. the t_{test} results of the observation of the second and third cycle speaking skills obtained t_{count} of 13.004. When consulted on the t_{table} with dk 29 at a significant level of 0.05 or 5% of 2.045, it turns

out that t_{count} is greater than t_{table} , meaning that the third cycle observation results increased significantly compared to the second cycle observation results.

Table 19. Recapitulation of Observation Results of Speaking Ability of Experimental Classes

No	Category	Pretest	Posttest
1	Number of Students	30	30
2	Lowest Score	2	3
3	Highest Score	5	5
Average		2.99	4.51
Percentage of Completeness		0%	100%

Table 19 shows that the experimental class's students received an average pre-test score of 2.99 and post-test score of 4.51, or 0% and 100% for pre- and post-test learning completeness. According to these findings, pupils in the experimental class are

considered to have a complete speaking ability since those who receive a score of > 3.75 have achieved 85%, which indicates that they have met the minimal completeness criterion.

Table 20. Recapitulation of Observation Results of Speaking Ability of Control Class

No	Category	Pretest	Posttest
1	Number of Students	30	30
2	Lowest Score	2	2
3	Highest Score	4	5
Average		3	3.58
Percentage of Completeness		0%	10%

From Table 20, it can be seen that student results in the control class obtained an average pre-test score of 3.00 and post-test was 3.58 or pre-test and post-test learning completeness was 0% and 10%. These results show that the speaking ability of students in

the control class is said to be incomplete, because students who get a score < 75 or 3.75 (conversion value) have not reached 85%, meaning that they have not reached the percentage of the minimum completeness criteria set.

Table 21. Recapitulation of Observation Results of Writing Ability of Experimental Classes

No	Category	Pretest	Posttest
1	Number of Students	30	30
2	Lowest Score	1	3
3	Highest Score	4	5
Average		2.78	4.55
Percentage of Completeness		0%	100%

Table 21 displays the average pre-test score of 2.78 and post-test score of 4.55 for the writing skills of the students in the experimental class, or 0% and 100% for pre- and post-test learning completion. The findings indicate that the writing proficiency of the

students in the experimental class is considered complete. This is because the students who receive a score of ≥ 3.75 have attained 85%, which indicates that they have met the minimal completion criterion established by the class.

Table 22. Recapitulation of Observation Results of Writing Ability of Control Class

No	Category	Pretest	Posttest
1	Number of Students	30	30
2	Lowest Score	1	2
3	Highest Score	4	5
Average		2.78	3.65
Percentage of Completeness		0%	23%

From Table 22, it can be seen that the results of students' writing skills in the control class obtained an average pre-test score of 2.78 and post-test was 3.65 or pre-test and post-test learning completeness was 0% and 23%. These results show that the writing ability of students in the control class is said to be incomplete, because students who get a score < 75 or 3.75 (conversion value) have not reached 85%, meaning that they have not reached the percentage of the minimum completeness criteria set.

3.2 Discussion

a. Application of Social Simulation Model to Improve Students' Writing Ability

Students at SMPN 3 Bengkulu City have improved their writing skills, according to the findings of a study on students' writing abilities during the learning process utilizing a social simulation model.

The social simulation model can help pupils write better in English classes, according to the study's findings. Students' ability to translate words and sentences into English gets simpler. In order to raise the level of pupils' writing abilities, it is necessary to familiarize them with English words and phrases during the learning process.

b. Second hypothesis testing results Application of Social Simulation Learning Model can Improve Speaking Skills in English Learning

Based on the research results, students' speaking skills in English subjects at SMPN 3 Bengkulu City have improved.

c. The Application of Social Simulation Model is Effective in Improving Students' Writing and Speaking Skills in English Lessons

Based on the research results of the application of the Social Simulation model seen from the comparison of the results between the experimental group and the control group in improving writing and speaking skills, it can be concluded that there is a significant difference in the speaking ability and writing ability of students whose learning uses the application of the Social Simulation model with students whose learning with the expository model proves that effectively the Social Simulation model can improve students' speaking and writing skills. The main principle of the social simulation model is to understand the spoken language before developing speaking skills both orally and in writing. Learning that uses the Social Simulation model has learning steps, namely students pronounce the words given by

the teacher. The learning steps of the Social Simulation model are very effective in improving students' speaking skills. Students who are involved in the learning process using physical activities are more able to digest learning compared to students who only sit in chairs. The purpose of the Social Simulation model is to teach oral language skills at the beginner level. The increase in students' speaking ability shows that students have mastered the material presented by the teacher so that the results of student observations increase. In the social simulation learning model at SMPN 3 Bengkulu City, students' writing skills are improved where in the learning process students become more aware and understand the meaning of a word or sentence in English. Students can also interpret the meaning of a word or sentence without knowing the meaning of the word or sentence. In addition, in drawing a conclusion from a sentence students can do it themselves so that students become more confident in the classroom.

4. CONCLUSION

It is possible to draw the following conclusions from the findings of the study and the conversation that has taken place:

1. The application of social simulation model can improve students' speaking ability in English class VII at SMPN 3 Bengkulu City. Based on the results of the research conducted in three cycles, there was a significant improvement in students' speaking ability. In the first cycle, students began to show an understanding of the language spoken and began to develop speaking skills. The second and third cycles showed further improvement in pronunciation, spelling and communication in English. The Social Simulation model helped students to be more confident in speaking and able to communicate effectively in English. These positive developments reflect that the Social Simulation model is consistently able to improve and develop students' speaking skills.
2. The application of social simulation model can improve students' writing ability in English class VII at SMPN 3 Bengkulu City. The results showed that the application of this model can improve students' writing ability in English subject. In the learning process, students began to understand the meaning of words and sentences in English, and were able to interpret the meaning without having to know the meaning of each word. From the first to the third cycle, there was a significant improvement in students' writing ability, which included skills in constructing sentences and understanding

broader contexts. This improvement shows that the Social Simulation model not only helps students in speaking but also in writing, making them more confident and skillful in using English in writing.

- The social simulation model is a useful tool for enhancing students' writing and speaking abilities in the English language program at SMPN 3 Bengkulu City during the 2023–2024 school year. Results comparing the experimental and control groups revealed notable variations. Students in the experimental class who used the Social Simulation model had superior speaking and writing abilities compared to students in the control class who used the expository model, according to the findings of the independent t-test on the post-test. The t-count number, which is higher than the t-table, provides proof for this claim that the social simulation model outperforms the expository model.

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