
IMPROVING STUDENTS' LISTENING SKILL BY USING SIMON SAYS GAME

ITA MAISITA YUSMAN
1310231005

Muhammadiyah University of Jember
Faculty of Teacher Training and Education
Language and Art Education Department
English education Program
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Advisor: (1) Drs. HM. Zaki Hasan, M.Si

(2) Anita Fatimatul L, M.Pd

Abstract: The purpose of this research is to find out how the use of Simon says game can improve the seventh grade of students' listening skill. Kind of this research is classroom action research (CAR). The subject of this research is the students from seventh grade of students. Test and Observation Checklist are used to obtain the data. The design of action research are preliminary study, planning, acting, observing and reflecting. Simon says game technique improves the students' listening skill in two cycles from the percentage of students who got score ≥ 70 was 50% of the twelve students in Cycle 1 to 75% of the twelve students in Cycle 2. The observation checklist result from 41.67% of students' active participation in Cycle 1 to 79.17% of students' active participation in Cycle 2. Based on the the data above, it can be concluded that the use of Simon says game can improve the seventh grade students' listening skill of Madrasah Tsanawiyah students.

Key words: Students' Listening skill and Simon says game

**MENINGKATKAN KEMAMPUAN MENDENGARKAN SISWA DENGAN
MENGUNAKAN PERMAINAN SIMON BERKATA**

**ITA MAISITA YUSMAN
1310231005**

Universitas Muhammadiyah Jember
Fakultas Keguruan dan Ilmu Pendidikan
Program Studi Bahasa Inggris
2017

Pembimbing : (1) Drs. HM. Zaki Hasan, M.Si

(2) Anita Fatimatul L, M.Pd

Abstract: Tujuan penelitian ini adalah menemukan bagaimana penggunaan permainan Simon berkata dapat meningkatkan kemampuan mendengarkan siswa kelas tujuh. Jenis penelitian ini adalah penelitian tindakan kelas (PTK). Subjek dalam penelitian ini adalah siswa kelas tujuh. Tes dan daftar hasil pengamatan digunakan untuk mendapatkan data. Model penelitian ini adalah studi pendahuluan, perencanaan, pelaksanaan, pengamatan dan refleksi. Permainan Simon berkata meningkatkan kemampuan mendengarkan siswa dalam 2 siklus, dari persentase siswa yang mendapat nilai ≥ 70 adalah 50% dari 12 siswa di siklus 1 menjadi 75% dari 12 siswa di siklus 2. Hasil daftar pengamatan dari 41.67% keaktifan siswa di siklus 1 menjadi 79.17% keaktifan siswa di siklus 2. Berdasarkan data di atas, dapat disimpulkan bahwa permainan Simon berkata dapat meningkatkan kemampuan berbicara siswa kelas tujuh sekolah Madrasah Tsanawiyah.

Kata Kunci: Kemampuan mendengarkan siswa dan Permainan Simon berkata.

INTRODUCTION

Teaching English has become more challenging than ever, especially in teaching listening. The teachers in the school are rarely taking their students to practice listening in their teaching-learning process. However, teachers should take their students for listening practice to make the students familiar with English words and conversations. One of the reasons to support the importance of listening in foreign language learning is a new language learner should learn listening at the initial stage of language learning in the same manner as a child learns a mother language (Buck, in Woottipong, 2014:200). This is because listening is the first step in acquiring the language, where the new born child is able to understand the language he/she has to listen first. Listening skill developed in the very beginning of a child's learning of language. Listening is a natural process in acquiring a new language. From the result of preliminary study in a form of an interview with the English teacher of seventh grade students, it was found that the teacher rarely gives the listening practice so that the seventh grade of students still faces some problems with listening comprehension. The students did not know the pronunciation of the things they heard. They were difficult to recognize the word orally. The teacher stated that only 40% of twelve students could reach score 70. The students are difficult to comprehend the text they heard. They made many mistakes or errors in comprehending the text. So, they did not have any attention to what they learned. And in the teaching learning process, there was less involvement of students' participation. The average score of the students was about 45%. It means that the students' listening comprehension was low. To solve that problem, the teacher should improve the quality of students' listening skill and students' active participation. One of the techniques that the teacher can apply in teaching listening is game, because game is one of fun activities that can make students interested to learn and increase students' participation. Games help and encourage many learners to sustain their interest and work (Wright, et al. 2006:2). Children play because they feel happy. Children learn through game. Simon says game can be used in teaching listening. It is supported by Baigoshkarova and Rakhimova (2016:4) who states that Simon says game focuses on listening, applying instructions, and eventually learn use unit body parts, classroom items, movement, spatial. According to Wright (in Baigoshkarova and Rakhimova, 2016:4), Simon says game can enhance listening comprehension because in playing this game we listen first to the command and act it out after. Hines (2014:100) adds, to promote listening skill, one of the games that nurture listening is with play Simon says. This game gives the learners the opportunity to *experience* the language *in use* in context that are meaningful and enjoyable, and to practice using them over and over again. This helps the learners to understand, remember and, later to re-use the language.

RESEARCH METHOD

Kind of this research is Classroom Action Research (CAR). The action of this research are implemented in five stages, in which explained by Kemmis & McTaggart in Arikunto, 2010:137, they are preliminary study, planning, acting, observing, and reflecting. The subjects are the students from the seventh grade of students at Mts. Miftahul Ulum Grugugan Bondowoso in the 2016/2017 Academic year which consisted of twelve students.

The instrument which was used to collect the data needed in this research was listening test and observation checklist. In this research, listening test used is the instrument which is consisted of the some of the question in different parts. And the material subject was about name of things in the classroom and home. Listening skill assessments are covering word recognition, word perception and grammar awareness.

In this research, to analyse the data of the students' listening test, the researcher uses this formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E : The percentage of the students' who get score ≥ 70
- n : The number of the students who get score ≥ 70
- N : The number of the subjects

(Ali, 1992:186)

The observation will be focused on the indicators of the performance of the students' involvement the students' active participation during the teaching learning process of listening. The instrument that will be used in this method is a checklist which is enclosed as the table follows:

No.	NAME OF THE STUDENTS	PARTICIPATION				ACTIVE	PASSIVE
		1	2	3	4		
1.							
2.							
3.							
4.							
5.							

Aspects of Observation

1. The student paying attention to the teacher's explanation.
 2. The student asking some questions and answering the teachers' questions based on the Simon says game.
 3. The student acts the teacher's instructions or commands.
 4. The student doing the listening exercises given by the teacher.
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According to Mulyasa (2012:69), observation is instrument to observe the learners' activity and creativity in learning process, either inside of the classroom or outside of the classroom. The students who fulfilled at least 3 indicators above are categorized as an active students. And for this research, the research result can be said successful if 70% of the students are categorized as an active participation.

THE RESULT OF THE RESEARCH

This chapter presents the result of cycle 1 and Cycle 2 that reflect the result of the use of Simon says game technique to improve students listening skill.

Description of Research Setting

This research was conducted in seventh grade of Mts. Miftahul Ulum Grujugan Bondowoso. The location of Mts.Miftahul Ulum Grujugan Bondowoso in Tamanan street Number 12, Grujugan Kidul, Grujugan Bondowoso. The research was conducted on May 2017. The research consisted of two cycles. In the Cycle 1 was held on 8th-9th May 2017. For the first meeting the topic used was asking and stating the name of the things around the school and the home. The Simon says game was applied as a strategy and classroom activities in teaching and learning process. In the first meeting the students were given the explanation about the name, the qualities and the quantities of the things around and asked them to play Simon says game which help them to practice their listening skill and also vocabulary. Before starting the main activities, there are some activities which should be done first such as asking the students' readiness in psycally and phycologically in teaching and learning process by asking their health condition and motivating them, then give them braistorming. And also introducing the topic to the students and explaining the instructional objectives. The students played Simon says game which provide name of things in classroom and home. For the first, the researcher explained the rules of the game, and then played the game. The researcher being Simon in the game whose could give some instructions or commands, such as: "Simon says 'close the door!'" "Simon says 'clean the white board!'" "Simon says 'spin the globe!'",etc. And for the students who done the commands without paying attention to the words 'Simon says' were eliminated from the game. The students that could survived until the last of the game, could being as Simon that can give the commands and win the game. At the end of learning process, the students were given the chance to ask the question about the material which they did not understand and also the researcher asked some questions then corrected their mistakes. The second meeting in the Cycle 1 was held on 9th May 2017 from 06.45 until 08.15 a.m. The topic was about things around school and home but with the different vocabulary than the first meeting. In this meeting opened by asking the students about the material which they learned in previous meeting. Then the students played Simon says game which provide some topic which consist of the name of the things in school and home with different theme of vocabulary in previous meeting and gave the re-explanation about the name of the thing that have been learning in previous day in order they still remember what we had learn. But in implementing, the students were gotten the same instructions in the game.

The Cycle 2 was held on 15th-16th May 2017. In the second Cycle the activities were same with the first Cycle, but in the first meeting the researcher taught the students about the action verb, in order the students understand about what they have to do with the instructions in the game, the first cycle was failed because the students did not understand the action verb.The researcher taught the students using Simon says in teaching listening, the rules same as with the first cycle, but the word and commands that given to the students were changed and provided the picture that indicate the things in the classroom and in home. The students' main goal is to win the game and become the last player that survived and have the chance to became the Simon that can give the commands to other player in the next game. To win the game the students have to understand and do all of the instuctions correctly. The class more enjoyable and students not get bored, the students have practiced more and the teacher gave the demonstration before playing the game, so the students become more familiar with the game.

Research Result

Listening test result's table

The data Result	Score in Cycle 1	Score in Cycle 2
The Mean score in listening test	65.83	72.22
% of students who scored ≥ 70	50%	75%

Observation Checklist result's table

Meeting	% of active students in Cycle 1	% of active students in Cycle 1
Meeting 1	$4/12 \times 100\% = 33.33\%$	$9/12 \times 100\% = 75\%$
Meeting 2	$6/12 \times 100\% = 50\%$	$10/12 \times 100\% = 83.33\%$
Average	41.67%	79.17%

From the table above, it can be concluded that the criteria of succes of the students scored ≥ 70 is 70% of the total number of the students and the students active participant is 70% of the total number of the students can be achieved in the second cycle. It concluded that the result in cycle 2 was succesful.

DISCUSSION

In the Cycle 1, the students' scores after being given the action by teaching listening using Simon says game as a strategy to teach things in around was unsatisfactory yet. The result of the listening test in the Cycle 1 showed that the percentage of students who got score ≥ 70 is 50% it means only 6 students achieved the target score. It means that the percentage the standard score had not been achieved and it can be said that result of the test in Cycle 1 it was not successful.

The students problems found in Cycle 1 were Simon says game was a new method for the students, and the students did not familiar with the games. As quotes by (Wright, et.al, 2006:4) who said that to minimise difficulties, it is essential that the learners are very familiar with the games they are asked to play. So, as the teacher we have to demonstrate of parts of the game to the learners. (Wright, et.al, 2006:8) said that find a way of demonstrating the game as well as explaining it, perhaps demonstrating it with the class as a whole or with selected students so that everybody can get the gist of it. Besides, they did not have enough vocabulary and the researcher explained a few examples of the things due to the limited time so it was difficult for them to know the meaning of the things in the classroom and in the home, the things in the classroom was limited so students had to figure out how the things look like, so the researcher give more examples and explanation about the things and also brought some pictures that represent the things which did not exist in the class. It is supported by (Wright, et.al. 2006:6), Some people respond best of all to information which is seen: pictures, writing, diagrams, etc. The problems found also they did not have enough knowledge of verb, so it was difficult for them to do the instruction in the game, that was why in Cycle 2 the researcher give the explanation more about active verb in order they understand about the instructions in the game, the researcher explained the rules to play Simon says game in the class to the students unclearly so some students feel confused when play the game , it is supported by (Paul, 2003:55) who points out that many teachers assume we should be as clear as possible when introducing a game so the children know exactly what they are supposed to do. So the solution is we have to give clear instruction to the students about the game and the rules of the game.

In teaching learning process, most of students used to be passive participant. Some students who were sitting in the back talked by themselves and it made the class not conducive while teacher was explaining the material and the rules of Simon says game. From 12 students, only 41.67% of the students became active participant. It can not be said that the students active participation achieved the target percentage. The target percentage of the students' active participation should at least 70%. The mean score of the students' listening test is 50% and only 6 of students achieved the target score. It was because in Cycle 1 the students still not familiar with the game which cause they could'nt enjoy and felt fun with the game. It is important to consider that interactive games should be amusing; they should give enjoyment to learning and provide fun such a way as to make all students have active and enthusiastic participation (Sanchez,et.al. 2007:53).

In cycle 2, the game was going smoothly because all of students understood the rules to play simon says game in listening class and because the researcher had already made some plans in order to solve the problems found in Cycle 1. Almost the students have known the meaning of things in classroom and in home correctly, because in the games the lerners moving around to touch somethings and also play with the real objects and pictures. It is supported by (Wang, et.al. 2011:130), When children touch something, they get to relize what the objects is and how the feels; when they do some action, they get to know its meaning. And also the other students were known the instruction in the game so they known what they had to do in the game because they have lerned from mistakes that they made in Cycle 1.

The mean score of the students active participation in Cycle 2 is 79.17% of the 12 students. And the mean score of students' listening test in Cycle 2 is 72.22 and 75% of the students achieved the target score. The observation checklist also improved, from 12 students, 79.17% of them became active participant and almost of them fulfilled three indicators. confirms Carrier statements (in Sanchez, et.al 2007:50) that Games stimulate students' participation and give them confidence.

Additionally, (Hines, 2014:100) also confirms "To promote listening skill, one of the games that nurture listening is with play Simon says game". It means that by playing Simon says game can enhance listening skill because the main thing in Simon says game is we have to listen to the commands or instruction first and act it out after. Without listen to the instruction they will fail in the game. Based on the explanation above, it can be summarized that the objectives had been already fulfilled. The implementation of the action, teaching listening by using Simon says game is able to improve students' listening skill achievement. For the previous research which was done by Faidah Rahmawati 2012, the scope of the research only use the game for the kindegarten, but in this research the researcher can apply the game to the higher level. Conducting a research to adult learners was a big challenge, but Simon says game proved to be succesful. Most of previous research, use of the game only to improve students' vocabulary. Different from the majority of previous research in this topic, this study addressed the issue of improved students listening skill by using simon says game in higher level. Thus the result of this research support the assumptions of (Baigoshkarova and rakhimova, 2016:3) Simon says game not only work well for young children learners but also for the energetic elder learners. So, this research complete the previous research.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the research and discussion, the conclusion is the Simon says game could improve the seventh grade students' listening skill at Mts.Miftahul Ulum Grujugan Bondowoso in the 2016/2017 academic year. It can improve the students' listening skill because they have to listen to the commands or instructions in playing the game. And also can improve their vocabulary because the students will learn from the pictures and real object about the meaning of things in the game and will not afraid or shy and they feel enjoy to learn vocabulary through listening class by playing game. Simon says game also improve the students active participation because it makes the students more active, not bored, and interest in join the game in learning process.

Suggestion

The result of the research shows that the use of Simon says game in the class can improve the students' listening skill and active participation, considering the result, some suggestion are given to the English teacher, the students, and the other researchers.

The English teacher is suggested to use Simon says game as an alternative strategy in teaching English to improve the students' listening skill since it is interesting and motivating students to learn in class confidently. The students are suggested to be familiar with the voice or sound of English word and list the vocabularies that often used in daily life and remember how the pronunciation of that vocabulary by listening to the teacher or other resourches, so they will not only know about the word in written text, but also will know how the word and the meaning just only by listening. It is expected to be useful for other reseachers to use this research result as an input, reference or information to conduct a further reserach dealing with similar topic by using the same or different research design and modification. Other researcher are suggested to: (1) Conduct Simon says game strategy by using other research design. (2) Conduct Simon says game strategy to improve other skill, such as speaking, reading and writing.

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