

THE EFFECTIVENES OF USING SIMON SAYS GAME TO TEACH LISTENING

Rini Astuti Murni, Mukminatus Zuhriyah
riniastmurni27@gmail.com, zoehrea@gmail.com
Universitas Hasyim Asy'ri Tebuireng Jombang

ABSTRACT

The goal of this research was to determine the efficiency of Simon Says game on students' listening ability at class VIII I of SMPN 1 Jombang. This study used a quantitative approach with a pre-experimental design. The population of this research was all of class VIII students of SMPN 1 Jombang, and class VIII I was used as the sample of this research with total 30 students which consisted of 12 boys and 18 girls. The researcher conducted a listening test as the instrument of this research and it was conducted before (*pre-test*) and after (*post-test*) the implementation of Simon Says game. The final result of the data was analyzed using *SPSS ver.25*. The mean score of students in the *pre-test* is 76,67 and the mean score of students in *post-test* is 95,17. As a result, the paired sample t-test is 0,000, which is less than 0.05 in this case. This signifies that H_0 (the null hypothesis) is rejected and H_a (the alternative hypothesis) is accepted. To summarize, the final results show that Simon Says game was effective on students' listening ability.

Keywords: effectiveness, listening ability, Simon Says game

INTRODUCTION

English is an international language that requires four abilities. Consists, listening, reading, speaking and writing at the same time. Students should complete the English course before being promoted to the next grade because English is an international language, it means that it is very important to learn English extensively (Lutfiatun, 2017). Teaching English has become more difficult than ever, particularly in the area of listening. In their teaching-learning process, teachers rarely take their students to practice listening. Teachers, on the other hand, should take their students for listening practice in order to familiarize them with English words and conversations.

Listening, as one of the language abilities, is critical in language learning. Students should be learning this skill since it is related to productive skill, which

helps students to proceed the message from the speaker in order to respond. As a result, the communication can run smoothly. As stated by Purdy (1997) in Gilakjani & Sabouri (2016), listening is the process of receiving, interpreting, and responding to spoken and/or nonverbal messages. According to Wallace in Nurislam (2016), it is critical for students to learn listening since it allows them to collect information and attain good communication. In accordance with, Woods (2005) in Nurislam (2016) claims that, listening is an important stage of language acquisition. Which means that the productive framework (speaking and writing) in the communicative class will not occur if students do not listen or learn to listen properly

According to the researcher's observation conducted on 1–5 February 2022 in SMPN 1 Jombang, it was found out that students have insufficient ability in listening because they hear so many unfamiliar words that they cannot understand what the meaning from the speaker's words. In addition, from the results of interview by the researcher with an English teacher of SMPN 1 Jombang class VIII I via WhatsApp, in their listening class found that students experience some problems when they were learning listening, and it is due to many factors both the students and the English teacher. The students' factors were that they disliked the English class, could not understand the meaning of English words, and had little motivation to study English. Meanwhile, issues from the teacher were that the teacher did not use any media besides applied conventional technique that was, by still using the dictation method. It is being the major cause students cannot improve their listening ability because they felt bored while learning.

To solve the problems, the teacher should improve the quality of students' listening ability as well as their active participation. A new learning strategy can help pupils enhance their knowledge without feeling pressed. In this new era, people want everything to be simple, even learning a new skill. Many people understand the importance of studying English. Nonetheless, students want to learn without feeling pressed. As a result, the researcher discovered a game that students would enjoy. Game is one of the methods that the teacher can employ to

teach listening because it is one of the enjoyable activities that can boost students' interest to learn English and increase student participation.

The researcher chose the Simon Says game for this study because it is a simple and straightforward game that is highly helpful for practicing students' listening in a fun way. They can still focus on practicing their listening skills while playing this game. This game makes them more appealing and engaged in their classrooms. According to Lewis and Bedson (1999) as cited in Azizah (2020), this game designed to teach students follow directions. Students will be required to listen carefully to what they hear. In addition to testing students' listening ability, students will also get new vocabulary that may be provided. With repetition and carried out in a fun game atmosphere, students will undoubtedly find it easier to recall and comprehend. However, the researcher aims to develop a new technique to tackle listening problems based on Simon Says game method, which focuses on game-based English learning. Clearly, the researcher will perform the study with the heading "The Effectiveness of Using Simon Says game to Teach Listening.'

METHOD

The type of research used in this research was quantitative research and the research design used in this study was a pre-experimental design. Pre-experimental design is test model, where students are given a test before and after being given an experiment and the researcher will compare the results of the test. This difference is used to analyze the pre-test and post-test research models or before and after the test. In the academic year 2022/2023, this study was carried out in class VIII JI. Pattimura No.63, Sengon, Kec. Jombang, Jombang Regency, East Java 61419 is the address of SMPN 1 Jombang. Population of this study included all students in class VIII at SMPN 1 Jombang. There are nine classes with a total of 324 students. Researcher did not divide the subjects into groups at random. Researcher used VIII I class as the sample of this study. The experiment class consisted of all students from class VIII I (N= 30), including 12 boys and 18 girls.

The researcher collects data by administering two tests to the students, it is *pre-test* and *post-test*. Before carrying out the *pre-test* and *post-test*, the researcher was examined the validity and reliability of the questions to be assessed. Here the researcher asked two experts to get the test's validity, which is known as content validity. The researcher used class VIII-A as the try-out class. After getting the result of try out class, the researcher analyzed the score of try out by using *SPSS for windows ver.16.0* to know the validity of the test. If the significant value is less than 0,05, the test is considered valid, and this is referred to as construct validity.

After collecting the data, the researcher analyzed the data, Data analysis is a process or effort to process data into new information Sugiyono (2020) . The data obtained from the results of student test research were analyzed quantitatively. This technique is intended to examine whether there is a substantial difference in students' listening before and after they are taught using Simon Says game. The first type of data is descriptive data (mean, median and mode), while the second type of data is normality data.

RESULTS & DISCUSSIONS

Results

There were 30 students who took the *pre-test* with an average score of 76,67 and total score that students got was 2300. The median value from the results of the test was 75 and the mode score was 75. The greatest *pre-test* score in class VIII I was 95. The average students' scores fall into the poor category, which is due to the difficulty in recognizing the word mentioned in the test and students also lack of focus because English is a lesson, they are not interested in. Many of them filled in the answers with the wrong spelling. The conclusion is that students still have to improve their listening ability.

There were also 30 students who took the *post-test*, and their average score was 95,17. The total score that students got from the post test was 2855, the median of the *post-test* was 100 and the mode score was 100. The greatest *post-test* score in class VIII I was 100 while the lowest *post-test* score was 75. It shows

that the students' listening ability has increased after the implementation of the Simon Says game, from the value in the table above shows that the *post-test* score is higher than the *pre-test* score. Students' scores can be seen as increasing, from an average score of 76.67 to 95.17. Data showed that there was a difference between students' *pre-test* and *post-test* scores. Student's score has increased a lot at the *post-test*, it means that there was an improvement in the student's listening ability.

The researcher conducts a paired sample test in order to determine the significance of the difference between students' *pre-test* and *post-test* scores, but before conducting a paired sample test, the researcher is required to ensure that the data is normally distributed so that a normality test must be performed on the data obtained. So, after calculating the statistics descriptive of a *pre-test* and *post-test* scores, the researcher conducted a normality test with the aims to show that the sample data from the results of the tests comes from a normally distributed population. The researcher utilized the *One-Sample Kolmogorov-Smirnov* test with *SPSS 16.0* to determine normality. The normalcy test results are shown in the table below:

Table 1
Normalcy Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std.	6.75568511
		Absolute
		.150
Most Extreme Differences	Positive	.102
	Negative	-.150
Test Statistic		.150
Asymp. Sig. (2-tailed)		.084
a. Test distributed is Normal.		
b. Calculated from data.		
c. Lilliefors Significance		

The hypotheses to test for normality are:

- a. Null Hypotheses (H₀): Data is normally distributed
- b. Alternative Hypotheses (H_a): Data is not normally distributed

The value of Sig. (2-tailed) for that class is 0.084, and according to the normality test hypotheses, if Sig. (2-tailed) > 0,05, the null hypothesis (H₀) is accepted and the alternative hypothesis (H_a) is rejected. Because the significance value is greater than 0.05, the data is regularly distributed. Examine the paired sample test table below:

Table 2
Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POST TEST	-18.500	8.423	1.538	-21.645	-15.355	-12.030	29	.000

The hypotheses to test for paired sample are:

- a. If the Sig.(2-tailed) value is > 0.05 then H_0 is accepted or H_a is rejected (non-significant difference)
- b. If the significant value is < 0.05 then H_0 is rejected or H_a is accepted (significant difference)

The significance score (Sig. 2 tailed) in class VIII I was $0.000 < 0,05$, hence alternative hypotheses (H_a) are accepted while null hypotheses (H_0) are rejected because the significance score is less than 0.05 in the table above. According to the results of data analysis and hypothesis testing, there are significant differences between students' pre-test and post-test scores after they have been given a material using Simon Says games, so it can be concluded that the use of Simon Says game is effectively proven on the students' listening ability of class VIII I at SMPN 1 Jombang. Clearly, it can be seen that the *post-test* score of class VIII I was greater than the *pre-test* score. According to the findings of the data analysis and also from the result of paired sample test above, Simon Says game as media is effective in teaching students' listening ability at class VIII I of SMPN 1 Jombang.

Discussions

The students' listening abilities were still relatively low before to being taught using the Simon Says game, as seen by their pre-test scores, which averaged just 76,67 and were much lower than the Minimum Criteria of Mastery Learning (KKM) values. According to Puteri, 2018, the most typical listening issues encountered by students are forgetting what is being heard, meeting unfamiliar language, not understanding the message or the suggested meaning, and being unable to form a mental representation from the text .

As a result, during the first meeting, when the researcher gave a test in the form of a listening test using a loudspeaker in order to see students' listening ability before being given a lesson using Simon Says game, it can be seen that only a few students are excited and enthusiastic to follow the test, while the majority of the rest look less excited, not focus, and preferred to ask their other friends about the test, if students are less excited about learning English. As a result, because their attention was divided, all of the students were distracted from what they should do, which is known as mixed concentration, as mentioned by Wilson (2010) in Adnan (2012) written in his book that when students listen to the same passage but focus on separate facts or 'tune in' to different speakers, this is known as mixed focus. Therefore, their *pre-test* scores were still very low and the average score was far from the minimum criteria of mastery learning. Because of that, the researcher has an initiative to increase student motivation in learning English, especially in their listening skills because the first thing that should students had before started to study is motivation, so that the researcher tried to improve students' learning motivation by providing learning using a game method, precisely Simon Says game.

There have been several studies examined Simon Says game to be use in teaching English learning especially in listening skills. Those studies were aimed to find out the improvement in students' English learning motivation and their listening ability. In terms of the study results, all of relevant studies have been revealed that using Simon Says games can increase students' motivation in learning English especially on listening ability. The study also emphasized the use

of Simon Says games, as one of the techniques in teaching students' listening ability. According to Ni'mah et al. (2018), she claimed that learning English by implementing Simon Says games could provide a great motivation for students to learn so that students are more enthusiastic in learning English especially in listening skills.

In *post-test*, the students' scores were better than the *pre-test* scores. Their grades improved because their English learning motivation improved after receiving the Simon Says game material, implying that games can help students improve their learning motivation. Not only increasing students' learning motivation but also their listening ability seen from their average score after being taught using Simon Says game that increase significantly compared to their average values during the *pre-test*. The researcher discovered that students appreciate the learning process. Students are more engaged and focused when the Simon Says game is used, they also focused on the learning process especially on the listening subject. As what Prensky cited in Azizah (2020), mentioned that the game can generate a lot of interest through realistic participation because it directly includes the students.

More students are interested in learning English as a result of the new media Simon Says games in schools. English teachers who use the Simon Says game media will be more motivated in delivering student material, students will be motivated, more active, enjoy, and understand English lessons, and the euphoria in the class will also be more varied, giving the students or the teacher a new spirit in teaching learning activities. One of the students stated that if the teacher made the learning process in the classroom as creative as possible, students would be more driven to study.

In addition, students found it simpler to listen to what they heard as a result of the investigation. Simon Says game could boost their confidence and consideration for the materials, allowing them to be given the material effectively. According to Thomas et.al cited in Azizah (2020), Positive attitudes toward the course are promoted by interactive games. It means that Simon says technique for teaching learning activities, particularly in listening classes, is effective.

The process of treatment in discussion were, first day the researcher gave a *pre-test*. The next day the researcher gave material about imperative sentence after that, researcher explain the definition and characteristic of the imperative sentence and the researcher also mentioned that imperative sentence can be used in many ways and one of them was to made a command and instruction that will be used often in Simon Says game. Then the researcher asked the students to prepared one piece of paper and wrote ten instructions that researcher pronounced as exercises before they are being taught using Simon Says game and to tested their listening and writing abilities. The following day, the researcher taught the Simon Says game and explained the rules of the game, in which there are two rounds, in which students focus on listening and performing the instructions given by the researcher, while in the second-round students take turns giving instructions, and then the researcher gave a posttest as the final research activity in that class.

After the researcher completed the treatment, the researcher collected some data and calculated and examined the study data. According to the hypothesis testing and effect size calculation, Simon Says game has a substantial impact on students' listening ability in class VIII I of SMPN 1 Jombang. In addition, Nasution, (2020) conducted study related to effects of Simon Says game on students' listening abilities. This study yielded the same results as his, despite the fact that the researcher used the Simon Says game towards students' listening ability, there was a significance influence of utilizing the Simon Says game towards students' listening ability. Researcher gained new knowledge as a result of this study:

Firstly, the researcher discovered that not just listening skills are improved in the game, but other abilities such as writing and reading skills may also be trained through Simon says media. The researcher observed that there were writing and speaking skills during the research procedure; students gained writing skills during the pretest and posttest; and students should write first when answering questions. According to Ni'mah et al. (2018) Students could respond to written and physical prompts, such as answering teacher questions and carrying out instructions. For example, when playing the Simon Says game, students

should write the sentences read by the researcher with a total of 10 sentences. The students learned to speak during the treatment process when they were randomly assigned to repeat the commandments spoken by the Simon from whom they were required to speak, as well as when they formed their own circle of three circles, each with ten students, and took turns becoming Simons and giving commands. As a result, student skills will provide researchers with new information, proving that the strategy used by researchers is applicable to more than only listening skills. According to Selatan & Barik (2021), Simon Says games are effective for learning speaking as well as significantly improved *pre-test* and *post-test* results, especially in comprehension, fluency, vocabulary, pronunciation and also grammar of the students.

Secondly, the study revealed that after playing the Simon Says game, students had acquired new words. When listening and answering questions, students might also ask the student next to them to ask for new language that they did not know. The occurrence of student questions and responses will supply these students with new vocabulary to listen to English or perhaps prepare and respond to other inquiries. In addition, before performing the Simon Says game, researchers gave several instructions sentences as examples of sentences that would be used later in the games that most students did not know before, then during the game students will know what the instructor said and they know what is the meaning. According to Fatmawati (2020), using the Simon Says game in the first grade at SMP Muhammadiyah 12 Makassar could help students enhance their vocabulary mastery. The achievements of students on vocabulary taught by using Simon Says game improved and it shown from the rate percentage where the students average score at pretest was only 76.67 and still did not reach the minimum criteria of mastery learning score given by the school while at posttest the average student score reached 95.17 and was able to exceed the minimum criteria of mastery learning score from the school. It can conclude that the students' vocabulary was improved because the rate in *post-test* is greater than the rate in *pre-test*.

As a consequence of this research, it was discovered that using the Simon Says game method as innovative and creative media in the teaching and learning process had a substantial influence on the students' listening skills at the eighth-grade level of Junior High School students. According to Azizah (2020), who used Simon Says game to improve students' listening comprehension in tenth grade high school, Simon Says games are effective techniques in teaching activities, particularly in listening class. She also claims that Simon Says games are a new and creative learning media, so students are not easily bored when given learning using this media, particularly English lessons, which most students dislike.

CONCLUSIONS

Before beginning the learning process using Simon Says game, researcher administered the *pre-test* to determine the students' listening abilities. The test was given in class VIII I in order to assess their listening skills. Before administering any treatment, the researcher processed and evaluated data from *pre-test* scores to assess the students' previous knowledge. The highest *pre-test* score in class VIII I was 95, and the lowest *pre-test* score was 50. The *pre-test* average was 76.67. The researcher gave an implementation by learning listening ability through Simon Says game in class VIII I. After did the implementation the researcher administered the *post-test* to the students. The greatest *post-test* score of class VIII I students was 100, while the lowest *post-test* score of students was 75. The average *post-test* score of the students was 95.17.

Because the significant value is less than 0.05, the sig.2- score for the paired sample test is 0.000. It is possible to conclude that the alternative hypothesis (H_a) is accepted whereas the null hypothesis (H_0) is rejected, implying that there was a significant improvement on students' listening ability before and after being taught using the Simon Says game. As a result, the researcher can conclude that the Simon Says game improved students' listening abilities in class VIII I at SMPN 1 Jombang during the Academic Year 2022/2023.

This study cannot be separated from the weakness, The researcher would like to provide some suggestions based on the findings above. First, teachers

should be able to present subject matter in as creative a manner as possible, particularly in English lessons, because English is one of the subjects that most students dislike.

Second, teachers should be able to encourage students to practice their English listening skills, because listening is an essential ability that students should possess in order to master other skills such as speaking and writing. Almost all teachers neglect one issue: they simply present the content without considering how the material is absorbed by the students. English is a language; need many practices and exercise rather than theory. Second, Simon Says game expected to be used to help students improving their listening skills. Hopefully, students will be able to experience another method of learning to listen.

Third, other studies believe that this media game can be used to improve other talents, such as Simon Says game for speaking or writing abilities, among others. This media can be varied into different ways, perhaps by changing “Simon Says” to “Teacher Says” or by other different variations. The final point is for schools or institutions to suggest to English teachers that they use the Simon Says game as an alternative way to teach listening, and it would be even better if the school also assisted the teachers in creating media that will be used in the teaching learning process, because teachers sometimes need extra time to convey the media that they have created.

REFERENCES

- Adnan, A. (2012). Improving Students' Listening Ability through Movie Report. *Proceedings of ISelt FBS Universitas Negeri Padang*, 2, 69–75. Retrieved from <http://ejournal.unp.ac.id/index.php/selt/article/view/6686>
- Azizah, N. (2020). The Effect of Simon Says game Towards Student's Listening Comprehension at the Tenth Grade of Senior High School Students. *Doctoral Dissertation, Universitas Islam Negeri Sumatera Utara*, 3. Retrieved from <http://repository.uinsu.ac.id/id/eprint/11960>

- Barik, A. (2021). *The Effect of Simon Says game on Giving Direction (A Quasi-experimental a Study at The Seventh Grade of SMPN 13 Tangerang Selatan* (Thesis, Syarif Hidayatullah State Islamic University Jakarta). Syarif Hidayatullah State Islamic University Jakarta, Jakarta. Retrieved from <https://repository.uinjkt.ac.id/dspace/handle/123456789/64341>
- Fatmawati. (2020). *The Use of Simon Says game to Improve Students' Vocabulary Mastery at the First Grade of SMP Muhammadiyah 12 Makassar (A Pre-Experimental Research at The First Grade of SMP Muhammadiyah 12 Makassar)* (Thesis, Muhammadiyah University of Makassar). Muhammadiyah University of Makassar, Makassar. Retrieved from https://digilibadmin.unismuh.ac.id/upload/11258-Full_Text.pdf
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123–124. <https://doi.org/10.5539/elt.v9n6p123>
- Lutfiatun, I. (2017). *The Use of Word Clap Game and Realia to Improve Students' Speaking Mastery (A Classroom Action Research at the Eighth Grade Students of SMP N 3 Salatiga in the Academic Year of 2017/2018). Doctoral Dissertation, IAIN Salatiga*. Retrieved from <http://e-repository.perpus.iainsalatiga.ac.id/2132/>
- Nasution, A. A. (n.d.). *Simon Says Game on Practicing Listening Skill: Students' Perspectives* (Vol. 1).
- Ni'mah, M. A., Rozak, R. R., & Isnaini, I. (2018). Teaching Listening Skill Using Simon Says game. *Jurnal Pendidikan Edutama*, 7(4), 2–7. Retrieved from <http://repository.ikipgribojonegoro.ac.id/id/eprint/743>
- Nurislam, I. (2016). *Reinforcing Students' Listening Skill Through Guessing Game (A Classroom Action Research at the First Grade Students of MTs Annida Al Islamy Jakarta)* (Bachelor's thesis, Jakarta: FITK UIN Jakarta). Retrieved from

[https://repository.uinjkt.ac.id/dspace/bitstream/123456789/33697/1/Skr
ipsi%20Irani%20Nurislam%20Watermark.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/33697/1/Skr%20Ipsi%20Irani%20Nurislam%20Watermark.pdf)

Puteri, A. R. (2018). *The Effectiveness of Communicative Game “Listen and Draw” on Students’ Listening Skill* (Bachelor’s thesis, Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah). Retrieved from [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/41931/2/AN
NISA%20REFINA%20PUTERI-FITK.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/41931/2/AN%20NISA%20REFINA%20PUTERI-FITK.pdf)

Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif R&D D (M. DR. Ir. Sutopo. SP.d (ed.); KE2 ed.)*. (2nd ed., Vol. 444; Sugiyono, Ed.). Bandung, Indonesia: Alfabeta.