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## STUDENTS' PERSPECTIVES OF SIMON SAYS GAME TO PRACTICE LISTENING SKILL AT GRADE EIGHT STUDENTS OF MTSS MADINATUSSALAM IN 2020/2021 ACADEMIC YEAR

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### ABSTRACT

This research was aimed to find out students' perspective of Simon Says game for practicing their listening class. The subject of this research was grade VIII-3 students at MTsS Madinatussalam in 2020 academic year. This research of this study was conducted by using qualitative research. The data used in this research such as; questionnaire, interview sheet and photography evidence. The questionnaire in this research consists of six questions that related to Students' perspective of Simon Says game for practicing their listening. The researcher distributed questionnaire for twenty five students in grade VIII-3 of MTsS Madinatussalam's students. The researcher also did interview for some students. The researcher gives six questions too in interview session to students that still related to students' perspectives of Simon Says game for practicing their listening. The result of this research showed that almost all students have positive perspectives in Simon says game for practicing their listening. They agree that Simon Says game makes them easier to practice their listening in a fun way. They also agree that Simon says game can make their class atmospheres' be active. They said they are being attractive while playing this game for listening practice class.

**Keywords: Simon Says game, Students' Perspective, Listening Practice**

### INTRODUCTION

One of important part of communication is Language. "Language is essentially a means of communication among the members of society".<sup>1</sup> Language also has function. Communication thoughts from one person to another are some of the function in language.<sup>2</sup> People can communicate with other people in two ways, such as spoken and written form. By communicating with other people, we can easily transfer and receive information.

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<sup>1</sup> A. Sirbu, (2015), *The Significance of Language As a Tool of Communication. Mircea cel Batran*, Noval Academy Scientific Bulletin. Vol. 18 No. 2, p. 405

<sup>2</sup> Solihatul Hamidah Daulay, (2011), *Introduction to general linguistics*, Medan: La Tansa Press, p. 16

Moreover, communication gets easier when both of the communicants and communicators know the language.

Some of Indonesian citizen not only master their mother tongues but also their second language. Besides, some of them are also fluent in foreign languages, especially due to the reason that English is an international language. According to Roux, English has become the most dominant language in many aspects such as technology, business, science, and academic.<sup>3</sup> It means that everyone needs to learn this language in order to survive the era of globalization and to communicate with other people all over the world.

Language teaching uses listening that refers to complex process that allows us to understand spoken language<sup>4</sup>. There are some reasons to support the importance of listening in foreign language learning. According to Bucok in Woottipong, The first one 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.<sup>5</sup> It's because the first step in acquiring the language is listening, 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. A natural process in acquiring a new language is listening. Paul states that "... babies hear news item of their native language first, say them next, and read and write them some time later".<sup>6</sup> It means that most of people think that other skill is more important skill without paying attention to the listening skill that take the big part to enhance the others. Therefore, it is necessary to develop listening skill in the initial stage of learning in order to become a good speaker. Finally, listening exercises help to draw a learner's attention to new forms in the language i.e. vocabulary, grammar and interaction patterns. We learn to listen and we listen to learn<sup>7</sup>.

As talk about language teaching and listening strategy, of course, it leads us to think about the fun strategy to teach listening to students. Every teacher wants their students easier to learn listening skill and feel excited to learn listening skill. But, in real life, some students don't like to learn listening because they feel bored, and confusing about what the speakers said. To attain the fun learning in listening, there are many fun learning strategies to teach listening. One of fun learning strategy to learn listening skill is with a game. One of the fun game for learning listening is Simon Says Game. Simon Says game is a game that use

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<sup>3</sup> P. W. Roux, (2014), *English as an International Language: The Debate Continues*, Polyglossia Journal. Vol. 26 No. 3, p.45

<sup>4</sup> Hossein Bozorgian and Hitendra Pillay, (2013) *Enhancing Foreign Language Learning Through Listening Strategies*, International Journal of Instruction. Vol. 6 No, 1, p.105

<sup>5</sup> Kretsai Woottipong, (2014), *Effect of Using Video Materials In The Teaching of Listening Skill For University Students*, International Journal of Linguistics, Vol. 6 No. 4, p. 200

<sup>6</sup> David Paul, (2003), *Teaching English to Children in Asia*, Hong Kong: Pearson Education Asia Limited, p. 72

<sup>7</sup> JJ. Wilson, (2010), *How To Teach Listening*, Malaysia: Pearson Longman, p. 9

instruction that given to students. This game was played by instruct students to touch the things as what instructed. Simon Says Game is a way to engage students enhancing their cognitive function. It enables students playing the game to make faster decisions and listen carefully.

## **LITERATURE REVIEW**

Listening is one of important skill in learning the language. Listening is a receptive skill which involves responding the oral language rather than producing the written language. It is very useful in the habitual action. According to Helgensen and Brown “Listening competence is larger than speaking competence”<sup>8</sup>.

From the definition of listening above, they share similar words such as active and construct. It means the listeners do more not only simply decoding what they hear. According to Rubin in Helgensen and Brown completes the definition by adding the words active and interpret. In here, “Active” means the information from visual or auditory clues and relate to what already know by the listeners. Select is the process of making sense of the input, the listeners use only constituent of the incoming information. On the other hand, “interpret” means listeners use their background knowledge to decipher what is going on and figure out what speakers intend.

Brown recognized that listening is an invisible mental process, making it difficult to describe. As stated in Brown that listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance.<sup>9</sup> So, from all the definitions above, it can be concluded that listening is the complex and active processes of interpretation in which listeners match what they hear with what they already know.

Doing many things is involved in listening, such as dealing with the characteristics of the spoken language, using context and the knowledge of the world, understanding different text types, and understanding different speeds of speech and accents.<sup>10</sup> Actually, listening is different from hearing. Listening is an active skill because the listener may construct the meaning from what the speaker said. According to Helgensen and Brown, listening requires the active intention and the active intention is the part of hearer. It depends on how much the intention the listeners are playing it. If the people just hear the information, but

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<sup>8</sup> M. Helgensen and S. Brown, (2007) *Practical English Language Teaching*, New York: McGraw-Hill, p.3

<sup>9</sup> Douglas H. Brown, (2001), *Principles of Language Learning and Teaching*, White Plains, New York: Longman, p.249

<sup>10</sup> Pulverness M. Spratt and Williams M, (2005), *The Teaching Knowledge Test Course*, Cambridge: Cambridge University Press, p:31

something important comes on such hot news or gossip, it is called as listen. The listeners are actively playing attention then interpreting what already they hear.<sup>11</sup>

Listening ability is viewed theoretically as an active process in which individuals focus on selected aspects of actual input, construct meaning from passages, and relate what they hear for existing knowledge. Listening ability is also important for the students because through listening activity, they can practice how to get ideas from the speaker systematically and to communicate with the others.

In this case, even though the students have learnt English in years, they still find difficulties to get the ideas in proper words and sentences. Hence, many problems still can be found in teaching listening. Most students have difficulty in getting ideas on their mind, that they are too worried in making some errors on their listening which cause them to be reluctant to listen. This theoretical view has not been sufficiently supported by direct research which clarifies what listeners actually do while engaged in listening tasks.

Throughout FL learning and teaching history, listening has experienced various periods with the new developments in sociology, anthropology, linguistics, politics and education. Listening, though being a widely used but less taught skill in FL classes, used to be seen as a simple skill, in fact nowadays it is accepted as a complex and intricate process in itself and enables us to understand spoken language. According to Rost, it is both a skill area of language performance and a critical means of acquiring a second language.<sup>12</sup>

## **RESEARCH METHODOLOGY**

The researcher uses a qualitative method for this research. According to Creswell in Zuriah, Qualitative research is defined as an inquiry process of understanding a social human problem, based on building a complex holistic picture, formed with words, reporting detail views of informants, and conducted in natural setting. The gained data in this research is obtained qualitatively in nature. It is also called naturalistic research because the research is conducted in natural setting.<sup>13</sup> As in the expert opinions above, researcher used qualitative methods to get natural data in the form of pure opinions from students about the Simon Says game in the listening practice process.

The technique of collecting data applies in the research are interview and observation. The researcher collected written data from informants using a questionnaire given to 8th grade students at MTsS Madinatussalam. And to strengthen the data, researcher

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<sup>11</sup> *Ibid*, Helgensen and Brown, (2007), p.7

<sup>12</sup> M. Rost, (2001), *Listening*. In R. Carter and D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages*, Cambridge: Cambridge University Press, p.7-13

<sup>13</sup> Nurul Zuriah, (2007), *Metodologi Penelitian Sosial dan Pendidikan: Teori dan Aplikasi*, Jakarta: PT. Bumi Aksara, p.83

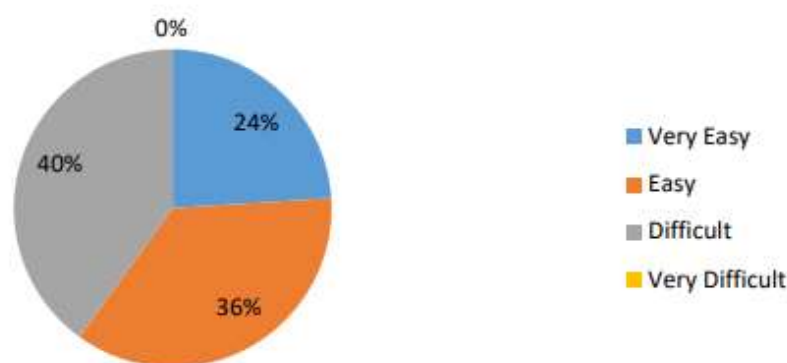
also conducted interviews with students about their perspectives on the Simon Says game to practice their Listening. The researcher used mobile phone as instrument to record the data from the interviewees. Note taking technique also used as other instrument to get addition information during the interview. The researcher distributed the questionnaire to the students in order to obtain the real data about their perception. The questionnaire contained 6 items. The writer translated it into Indonesian to help participants fill the questionnaire easily.

## RESULT AND DISCUSSION

### 1. The English Listening Practice of Their Listening Skill Class

The first question in the questionnaire is related to the students' perspectives about the Listening skill itself. In the first question has four statements for students to choose about their opinion of listening skill class. The result can be seen in the figure 4.1.

**Students' Opinion About Listening Skill Class**



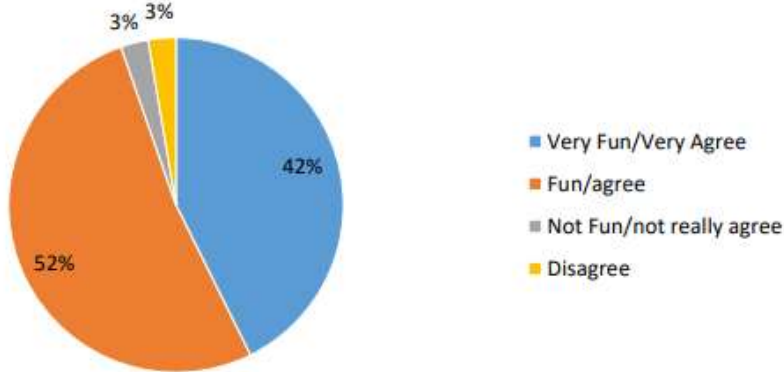
Shows chart of the result of the four statements in order to find out the students' perspectives about the listening skill class. The first statement, there are 24% students have chosen "Very Easy" for their perspective about Listening skill class. The second statement, there are 36% students have chosen "Easy" for their perspective about Listening skill class. The third statement, there are 40% students have chosen "Difficult" for their perspective about Listening skill class. And the last statement, there is 0% students have chosen "Very Difficult", it means there is no student has chosen "Very Difficult" for their perspective about Listening skill class.

### 2. Students' Perspectives of Simon Says Game for Practice Their Listening

The question number two up to four in the questionnaire are about the students' perspectives of Simon Says Game for practicing their listening skill. Question number two has three statements that students have to choose about their perspective about Simon Says

Game. Question number three has four statements that students have to choose about their perspective whether Simon Says Game makes them easy to practice Listening in a fun way. Question number four also has four statements that students have to choose about their perspective whether Simon Says Game makes their class atmospheres' be active.

**The Students' Perspectives of Simon Says Game for Practicing Their Listening Skill**



Based on the figure 4.2, students who choose “Very Fun/Very Agree” of the second, third and fourth statement are 42%, students who choose “Fun/Agree” of the second, third and fourth statement are 52%, students who choose “Not Fun/Not really agree” of the second, third and fourth statement are 3% and students who choose “Disagree” for third and fourth statement are 3%. The second statement is about student’s perspective of Simon Says Game. In their listening class, this is their first time experience trying Simon says game for practicing their Listening, and most of them said Simon Says Game is very fun. It means that students feel enjoy playing Simon Says Game for practicing their listening. The researcher also did interview to the students. Most of them said Simon says game is fun to play for their listening class. But, not all students have the positive perspective about Simon Says Game. There is one student said that Simon Says Game is not fun. The student said that she was tired to run like other students to touch the things. As the researcher observation, this student is not an active student. She chooses to sit and quite all day long rather than be active like other students. When the researcher did interview to this students, she didn’t talk clearly. She couldn’t say her opinion, so the researcher tries to guess her opinion and asked to her and she just said yes.

The third statement is about their perspective whether Simon Says Game makes them easy to practice Listening in a fun way. Most of them said that they are very agree and agree to this statement. They said when playing Simon Says Game, they need to focus to what the speaker a.k.a Simon said to touch the things. Because of that, they also try to remember the

pronunciation of the words or vocabularies for be faster to reach the things. If they focus to listen and remember clearly to the word, they will be easier to know what things they need to touch next.

For the students who chose “Not really agree” and “Disagree” to this statement, they said this game make them tired to run for trying to reach the things first as fast as possible than the others. So they think this game just make them tired for students who doesn't like to run. And because they don't really like this game so it doesn't make them easier to practice their listening in a fun way.

The fourth statement is about their perspective whether Simon Says Game make their class atmospheres' be active. All of the students chose “Very agree” and “Agree” to this statement. They said from this game instruction, they need to listen and touch the things from what Simon says. So all the students in the class be active as they listen and run to touch the things as fast as possible.

### 3. Students Interest of Using Simon Says Game

The questions number five to six in the questionnaire are about the students' interest of using Simon Says Game for practicing their listening skill. Question number five has four statements that students have to choose about their interest in playing Simon Says Game for practice their listening. Question number six in the questionnaire is about another way for students to practice their listening. The result of students interest for playing Simon Says game can be seen in figure 4.3, and for students' another option for practicing their listening skill can be seen in figure 4.4.

**Students' Interest of Using Simon Says Game for Practicing Their Listening Skill**



*Figure 4.3*

Based on the figure 4.3, students who choose “Absolutely Yes” of the question number five in the questionnaire are 28%, students who choose “Yes” are 60%, students who choose “Maybe” are 12%, and students who choose “No” are 0%, it means there is no students choose “No” for using Simon Says Game for practicing their listening. As the result in the

figure 4.3, most of students in the class have positives feedback of their interest in using Simon Says Game for practicing their listening skill. It means they have interest in playing Simon Says Game for practicing their listening skill. The students said they are interest for playing Simon Says game for practicing their listening is because they think Simon says game is very fun to play and it's very attractive too. Also, the instruction of this game is quiet simple, but they need to focus while listen to what Simon says. So it can train their listening and this game can be the new alternative for them to practice their English. (See the Appendix III page 63).

There is a pro there must be a cons. Although most of the students have positives feedback and perspective, there are also some students who have negative perspectives. They were hesitate to play Simon Says game for practicing their listening because they said they don't like to run. They don't like to make many moves. And also they think Simon Says game can make they bumped each other with their friends because they are in a rushed to touch the things as what Simon says. (See the Appendix III page 63).

Related to their interest in playing Simon says game for practicing their listening, question number six in the questionnaire is about the alternative way for them to practice their English listening class. In question number six in the questionnaire, there are four statements, they are "Listening to the English song", "Watching English movie", "Playing Simon Says game" and "Another reason". We can see the result in the figure 4.4.

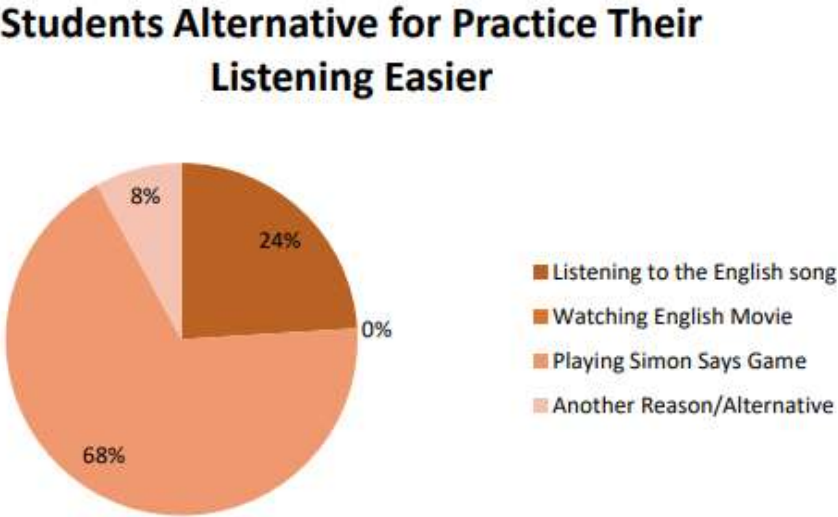


Figure 4.4

Based on the figure 4.4, students who choose "Listening to the English song" for their alternative for practicing their Listening easier are "24%". Students who choose "Watching English Movie" for their alternative for practicing their listening easier are "0%", it means no student choose this alternative for practicing their listening easier.



Students who choose “Playing Simon Says game” for their alternative for practicing their listening easier are “68%”, and students who choose “Another reason/Alternative” for practicing their listening easier are “8%”. Based on the result of the questionnaire in figure 4.4, we can see that most of students choose Simon says game as their alternative for practicing their English listening easier. They think that Simon Says game is very simple and fun to play, but it can practice their listening very well. Most of students doesn’t choose Listening to the English song and Watching English movie because they think it was difficult because they are not familiar to the words and they don’t understand the words. For students who choose another alternative, they choose to use the common way such as listen to their English teacher while their teacher read an English story from the book or even while their teacher is speaking English.

Comparing to some relevant studies, the first relevant study is “The Use of Missing Lyrics Game to Improve Students’ Listening skill” which written by Abdul Muhit, this study aims to know whether the students’ listening skill could be improved by using missing lyric and to know how the implementation of the game is. The second relevant study is “Using Games to Increase Students’ Participation in Listening Activity at SDN Pisangan Timur II” that written by Heri Yeni, this study aims to investigate the games that can be used to increase students’ participation in listening activity at elementary school. The third relevant study is “The Implementation of Simon Says game to Improve Students’ Vocabulary Mastery in Learning English” written by Abdul Muhsin Polem, this study aims to improve the students’ vocabulary mastery in learning English by using Simon Says game. The fourth relevant study is “Improving Listening Skill through Interactive Games” written by Apriliah Dyah. The fourth relevant study aims to improve students’ listening skill in the seventh grade through interactive language games. The fifth relevant study is “Teaching Listening Skill Through ‘Listen and Draw’” written by Agung Ahmad. This study aims to improve students listening skill in descriptive by using Listen and Draw. Comparing to this research study, this research aims to find out students’ perspective of Simon Says game for practicing their listening class.

The First relevant study, the second relevant study, the third relevant study, the fourth relevant study, the fifth relevant study and this study have different learning method or game and basic English topic. The game of first relevant study is Missing Lyrics Game, the second relevant study is using some games in English, and the game of third relevant study and this study have same game which is Simon Says Game, The fourth relevant study uses

some interactive games. The fifth relevant study uses Listen and Draw game. The first relevant study, second relevant study, the fourth relevant study, the fifth relevant study and this study have the same basic English topic which is Listening skill. The third relevant study has different basic English topic which is vocabulary mastery.

The design of the first relevant study is CAR. The writer of first relevant study obtains the data from observation, interview, test and questionnaire. The design of second relevant study is CAR too and the second relevant study is using observation and questionnaire to collect the data. The design of third and fourth relevant studies is Quantitative research. The design of fifth relevant study is case study. The design of this study is Qualitative research. This study obtains the data from questionnaire and interview.

The result of the first relevant study shows that the implementation of the game is effective to improve students' listening skill. The result of the second relevant study shows that the use of games is effective to increase students' participation in listening activity. The result of third relevant study is proved to be successful for improving students' vocabulary mastery by using Simon Says game. The result of fourth and fifth relevant study shows that it proved to be successful. The result of this research shows that almost all students have positive perspectives in Simon Says Game for practicing their listening. They agree that Simon says game makes them easier to practice their listening in a fun way, make their class atmospheres' be active. They also said they are being attractive while playing this game for listening practice class.

## **CONCLUSION**

After analyzing the data, based on the result of the research, it could be concluded that most of students want to use the Simon Says Game to practice their listening. Because they think Simon says game is a simple game, but it is fun enough to play in their listening practice class. They think Simon Says game is very easy to play. Also, they think Simon Says game makes them very active so they are not boring in the class, but they still get the listening practice.

Students have positive perspectives in Simon Says game for practicing their listening. They think Simon Says game is very fun to play. They think Simon Says game is a simple and easy game but it is very good to practice their listening in a fun way, but they still can focus to practice their listening skill while playing this game. This game makes them more attractive and makes their class' atmospheres be active. Usually, they practice their listening by listening to the English teacher while the teacher is reading the English story or just

speaking English. After having experience in playing Simon Says Game for practicing their listening, they said that they can practice their listening easier in a fun way by playing Simon Says Game.

Moreover, students have interest in Simon Says game. They want to use Simon Says Game for practicing their listening. In proving that, they choose Simon Says Game as their alternative for practicing their Listening. They said because this game is a very simple and fun game, but it is a very good game for practicing their listening.

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