THE IMPLEMENTATION OF SIMON SAYS GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY IN LEARNING ENGLISH AT MTS. LABORATORIUM UIN -SU MEDAN

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Abstrak

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata siswa dalam belajar bahasa Inggris dengan menggunakan Simon says game. Subyek penelitian ini adalah siswa kelas tujuh MTs Laboratorium UIN-SU Medan tahun akademik 2017. Penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas. Data yang digunakan dalam penelitian ini adalah data kuantitatif dan kualitatif dan instrumen pengumpulan data yang digunakan seperti: Pre-test dan Post-test, lembar wawancara, lembar observasi, dan bukti fotografi. Hasil penelitian menunjukkan bahwa ada peningkatan penguasaan kosa kata siswa. Mean pre-test adalah 44,75, pada siklus satu adalah 64,5, pada siklus dua adalah 80,5, itu menunjukkan bahwa skor dan mean dalam siklus twowere lebih baik. daripada yang pertama. Persentase siswa yang mendapat poin 70 atau lebih juga meningkat. Dalam pre-test, tidak ada siswa yang mendapat poin 70. Pada post-test siklus pada siswa yang mendapat poin 70 atau lebih ada 23 siswa (57,5%). Itu berarti ada peningkatan sekitar 57,5%. Post-test siklus dua, siswa yang mendapat poin 70 atau lebih ada 34 siswa (85%) dan peningkatannya sekitar 27,5%. Untuk pengujian hipotesis digunakan rumus t-tes. Dapat diketahui bahwa koefisien thitung (16,19) dengan tingkat fakta α = 0,05 adalah 3,558 dalam cofficient of tcount (16,19)> tabel (3,558). Dengan demikian, hyphothesis alternatif (Ha) menyatakan bahwa Simon mengatakan permainan dapat meningkatkan penguasaan kosakata siswa diterima. Skor lembar observasi 4 (sangat baik), dan siswa senang belajar kosakata dengan menggunakan Simon mengatakan permainan itu bisa dilihat dalam hasil wawancara dan foto bukti. Itu menunjukkan bahwa ruang kelas itu hidup dan aktif.

Kata kunci: Simon mengatakan permainan, penguasaan kosakata Siswa

Abstract

This research was aimed to improve the students' vocabulary mastery in learning English by using Simon says game. The subject of this research was seventh grade at MTs Laboratorium UIN-SU Medan in 2017 academic year. This research of this study was conducted by using classroom action research . The data used in this research were quantitative and qualitative data and the instruments of collecting data were used such as: Pre-test and Post-test, interview sheet, observation sheet, and photography evidence. The result of this research showed that there was increasing of students' vocabulary mastery. The mean of the pre- test was 44.75, in cycle one was 64.5, in cycle two was 80.5, it indicated that the scores and the mean in cycle twowere better than the first one. The percentage of students who got point 70 or more also increased. In the pre-test, there were not students who got point 70. In the post-test of cycle one the students who got point 70 or more there were 23 of students (57.5%). It means that there was an increasing about 57.5%. The post-test of cycle

two, the students who got point 70 or more there were 34 students (85%) and the increasing was about 27.5%. For the hypothesis testing used t-tes formula. It could be seen that coefficient of t count (16.19) with fact level = 0.05 was 3.558 in the coefficient of t count (16.19) > table (3.558). Thus, alternative hypothesis (Ha) stated that Simon says game could improve the students' vocabulary mastery accepted. The score of observation sheet were 4 (very good), and the students were happy to learn vocabulary by using Simon says game it could be seen in the result of interview and photography evidence. It showed that the class rooms were alive and active.

Keywords: Simon says game, Students' vocabulary mastery

Introduction

Language has important rule in our life. Language is used to communicate between people. Without language the people cannot communicate each other, moreover they can not build relation each other. English is the most popular language in the world (Yuliana: 2011). That is why learning English is very important for us, because it make us easy to communicate with the people in the world.

English as foreign language has four skills. They are listening, speaking, reading, and writing (Alexander: 1975). It means that listening, speaking, reading, and writing need a wide vocabulary acquisition. The acquisition of vocabulary becomes the most important part in learning foreign language. It is fundamentals of a language because vocabulary has significant role in communicating process. The communication will succeed or not it depends on the accurate vocabulary understanding.

Where in learning English students cannot listen, speak, read and write well if they do not know vocabulary and any single words well. There are various categories of vocabulary. One of them is content words. Content words is the major part of speech, including nouns, verbs, adjectives, adverbs, and some pronouns. Based on my experiences in English teaching when PPL at MTs Laboratorium UIN-SU Medan, there are some problems found in the field when giving vocabulary materials to the students, especially in content words category.

First problem, there are many errors especially in vocabulary, spelling and pronunciation. The second problem is most of students do not know the meaning of words that is said by the teacher. Another problem is the students' interest in learning vocabulary is very low because according to them it is very difficult to memorize it, especially in verbs and nouns the students always forget the meaning of the words. Additionally, The writer found

that the students there having lack of English vocabulary mastery, they often found difficulties in getting good understanding of the vocabulary.

This fact invites the writer to investigate the cause of the problem faced by the students in learning vocabulary. As we know that vocabulary is used quite often in the teaching and learning English language. To help the students in improving vocabulary mastery the writer uses Simon says game as a technique of teaching vocabulary.

There are many techniques in improving vocabulary such as, by using songs, picture, game, etc. The first improving vocabulary by using songs which good for teaching vocabulary by using tape, cassette, and song lyric as media; the obstacle in using this technique is rather difficult to appropriate vocabularies in song's lyric. And the second is by using pictures which fun for use teaching vocabulary, it can make the class will be more enjoy. But this technique already researched by many researchers. And the last is by using games which is better choice for junior high school. The class will be more cheerful and joyful and the students will not get bored. It will be easier for them in mastering and improving their vocabulary.

Improving vocabulary by using game has some advantages. First, in general children are found of games. They always play game in their lives. They spend of more free time to play. Second, game offers natural communication context among them. By playing games they sometimes forget about their shies. Third, games can motivate children to speak in foreign language that they learn.

Based on the statements above, the writer has motivation to make a classroom action research about the implementation of Simon Says Game to improve students' vocabulary mastery in learning English at MTs. Laboratorium UIN-SU Medan. According what the writer wrote in background of the research about the implementation of Simon says game in improving students' vocabulary mastery in learning English at MTs Laboratorium UIN – SU Medan.

In background of the research, the writers specify the research in implementation of Simon says game to improve students' vocabulay mastery at MTs Laboratorium UIN - SU Medan. Then the formulation of the problem which the writer is researching in MTs Laboratorium UIN-SU, are:

1.   Can Simon says game improve the students' vocabulary mastery at MTs Laboratorium UIN-SU Medan, especially in content words category?

2.   What are the students' responses used Simon says game by the teacher in teaching vocabulary especially in content words category?

3.   How does the implementation of Simon says game improve students' vocabulary mastery in learning English at MTs Laboratorium UIN-SU Medan, especially in content words category?

II.   Theoretical Framework

A.   The Definition of Vocabulary

As explained in the background of the study, vocabulary takes such a fundamental role in mastering English as foreign language well. There are some definitions of vocabulary proposed by some experts. A.S. Hornby said that vocabulary is the total number of words which make up language (Homby: 1987). So language is arranged by so many words and phrases. Timothy Rasinski adds that vocabulary is knowledge of word meaning (Newton: 2004). It means that vocabulary has meaning that has to be learnt. Moreover, according to L.Beck, Margaret G. Mckeown, vocabulary means "learning the meaning of new words" (Newton: 2004). It means that vocabulary is a word that has meaning and as part of the language.

Another expert said that vocabulary is significant aspects of language. According to David L. Stepherd he said that vocabulary is one of the most significant aspects of language development (Stepheard: 1973). It meant that the development of language depends on vocabulary.

Based on the statements above it can be concluded that vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It the most important part in language learning. To achieve four skills, a student must have acquired the vocabulary well and a student needs to improve their vocabulary mastery too. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

A.1.   The Importance of Vocabulary

Vocabulary is one of the components of language which has the most important role in mastering four language skills. As Wilkins wrote that "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Watkins: 2007). It means that vocabulary is very important in communication. We cannot communicate with others in a certain language if we do not know much words of the language.

There are some factors why vocabulary is importance:

1.   Vocabulary is needed as a tool of communication.

2.   Vocabulary is a basic skill to communicate; people will not be able to communicate easily without knowing it (Stepheard: 1973) It means vocabulary the basic skill in communication that has to be learnt. Vocabulary can help student in mastering four language skills in listening, speaking, reading and writing.

3.   Vocabulary can help students to deliver their thought, feeling, and needs to another.

4.   Learning some words and phrases in new language allow people to start communicating at once (Watkins: 2007) It means that vocabulary is needed in all language to communicate.

5.   Vocabulary is the way we acquire, and then access, new knowledge (Crow: 2013). It means that vocabulary can be used as a key of opening knowledge.

A.2.   Types of Vocabulary

Word fall into two quite categories: content words and function words: First category is content words fall into the major part of speech, including nouns, verbs, adjectives, adverbs, and some pronouns. Second category is function words fall into the minor part of speech, including preposition, conjunction, interjection, particles, auxiliaries, articles, demonstratives and some adverbs and pronouns (Brinton: 2000). Based on the statement above we can conclude that type of vocabulary can be devided into two categories they are function words and content words. Finally, The writer will focus of doing research in content words category. Based on the writer experiences in teaching PPL at MTs Laboratorium UIN-SU Medan, where there are most of students have problems in learning vocabulary especially in content words such as nouns, verbs, adjectives, and, adverbs.

A.3.   Vocabulary Mastery

Based on the curriculum, the students of junior high school are expected mastering vocabularies 2000 words after graduated (Dachajar: 2008). It means that the students have to master at least 667 in one year. Based on my experience in teaching at MTs Laboratorium UIN-SU , the writer found that in class VII-1 they had 160 minutes in one week to learn English where it was devided into 2 meeting and each meeting had 2 x 40 minutes. It means that in one month the student have 8 meeting and in one year the students have 96 meeting. So that the students are expected mastering vocabularies in one meeting at least seven words.

B.   Simon Says Game

According to Anaheim in her book wrote that "There are numerous childr's games that can be adapted to the TPR format. Simon says is a good example (Anaheim: 2011). Ang le Sancho Passe stated in her book this technique is well suited to very young children because young children learn by moving (Passe: 2013). It means that Simon says game is as a technique of teaching vocabulary.

According to Anderson in his book wrote that "Simon says is popular game played around the world" (Anderson: 2015). It means that most of people have known of Simon says game .And According to Amy Buttner Zimmer in her book wrote that "Simon says is a good way to get students to actively review vocabulary" (Zimmer: 2015). It means that Simon says game is suitable for students who want learning vocabulary. Based on the statements above can be concluded that Simon says game is a popular way for teaching vocabulary and make the students active in learning process.

B.1.   The Role of Simon Says Game

Talking about the role of Simon says, a teacher or student stands in front of the classroom and is the leader or Simon. Simon tells students what to do, and students must follow the direction only. If Simon Says is stated before the command. If students follow the directions and Simon Say is not stated, they must sit down and are out for the round. Simon can try to confuse participants by telling them to do one action while showing a different one (Zimmer: 2015). It means that Simon can say something and then perform difference of action. From the statements above it can be concluded that the role of Simon says game all of the students are expected of doing and performing what Simon says and students are not expected of doing and performing what Simon do not say.

B.2.   Simon Says Game for Teaching Vocabulary

Simon says game can be a useful game for teaching verbs for example "Simon says 'run' to the door" or "Simon says 'walk' slowly. The game can also be used to illustrate preposition. For example, "Simon says stand 'on' one leg" or "Simon says hide 'under' the table" (Charles Hulme: 2012). Additionally, Simon says: this is a wonderful game for helping children learn the names of their body parts (Flora: 2005). It means that Simon says can also be used in teaching noun such part of body. Based on the statements above Simon says game can be implemented for teaching vocabulary especially in content words category.

B.3.   Teaching Simon Says Game

In teaching Simon says game there are some steps can be used:

1.   Have a teacher be "Simon", and have at least one student as a member of the group.

2.   Simon only request easy, know action from the group. For example Simon says, clap your hands". It is alright for the caller to also model the action while giving the direction. Ideally, the action called for will sometimes have entertainment value (e.g.., "act like a frog")

3.   The teacher model within the group should respond quickly and clearly after every direction Simon presents.

4.   If learners have fun with a response (e.g,..maybe you said " Jump like a frog", and they added in a tongue thrust), join in their fun. Laugh with them.

5.   Enthusiastically praise players when they demonstrate the actions

6.   Continue calling out action for up to a minute or so, or until you see the first signs decreased motivation.

7.   If that is enough "steam", allow the student the most –capable, or most –interested to be Simon (Ward: 2008). It means that if students are still spirit to paly Simon say game, the teacher can allow the students to be Simon.

8.   If a student " Simon" does not yet understand the expectation for the role, its ok ,you can use some words to prompts(i.e., tell them what to say). It means that if the student confuse, the teacher can help the students who want to be Simon to tell them what to say about words.

B.4.   The Advantages of Simon Says Games to Teach Vocabulary

As we know that there are many techniques in teaching vocabulary and game can be one of them. Some experts say that games used for teaching vocabulary advantages. Gertrude in her book said that: Game has proven to have advantages and effectiveness in learning vocabulary in various ways:

1.   Games bring in relation and fun for students, thus help them learn and retain new words more easily.

2.   Games usually involve friendly competition and they keep learners interested.

3.   Vocabulary games bring real word context in to the classroom and enhance students' use of English in a flexible, communicative way. Games are highly motivating and they give students more opportunity to express their opinions and feeling (Yuliana: 2011).

It means that games can help those who play to arouse their self confident, more creatively and decrease the anxiety from acquiring the language. In short, games are effective and efficiency to avoid boredom in vocabulary class. Based on the statement above we can conclude that Simon says as a game in learning vocabulary has advantages for teachers and students in learning process, especially in learning vocabulary.

B.5.   Disadvantage of Simon says Game

The advantage of this game is from the teacher end of thing (Fernández: 2009). It means that the teacher has to be fast paced or it doesn't work ,you have to remember all the commends, use them all equally and make sure that the student are only doing the actions at the approriate time.

III.   Methodology of Research

A.   Research Design

This study was applied classroom action research (CAR). Classroom action research was utilized because it was aimed at increasing outcomes of teaching and learning. It helped the teacher more understood of the process. Classroom action research was portrayed as a cyclical or spiral process involving steps of planning, acting, observing, and reflecting with

each of these activities being systematically and self- critically implemented and interrelated (Burns: 2010).

According to Suharsimi , a classroom action research consisted of three words. They were research, action, and class.

1. Research: examined the activities of an object, used the rules of a particular methodology to obtain data or information to improve the quality of thing that interest and important for the researcher.

2. Action: something moment activities that deliberately made with a specific purpose, which in this study the form is series of cycle activity.

3. Class: a group of student who receive the lesson from the teacher.

In the other hand, class is the room of a group of students who were studying (Sahrum: 2013). From this design of research was expected learning problem could be solved. This research started based on teacher observation in teaching learning process. Classroom action research gave a chance to the teacher to be more creative in teaching so that could increase their ability in transferred knowledge and to solve the problem.

a.   Planning

Before making planning, the writer observed the problem in teaching learning process at MTs Laboratorium UIN-SU Medan by giving pre test, especially in teaching and learning vocabulary to know the students' vocabulary mastery. After observing the writer made the lesson plan as planning the subject was used in teaching learning process. In conducting the research, the researcher prepared the instructional materials, which were relevant with the topic for vocabulary. The researcher took the materials from the textbooks, internet, or other available sources and selected by the researcher and researcher used Simon says game as a technique in teaching vocabulary at MTs Laboratorium UIN-SU Medan.

b.   Acting

The second step was acting. The planning had to be done well and the material of Simon says the game was given. In additional, the media and instrument awere used for collecting data. After the planning is finished, the researcher implemented the Simon says the game at MTs Laboratorium UIN-SU Medan.

In this study, the researcher as practitioner carried out the lesson plan while the real teacher played as an observer during instructional process. This section was carried in two cycles. Each cycles had two meetings and each meeting took about 2x40 minutes. It was conducted based on the schedule that had been arranged before.

c.   Observing

The third step was observing. In this step the writer took a note for every event that occurred in the classroom in order to get accurate data to repair next cycle. It held when the classroom action research was in progress. In this step, the data was also collected by evaluation of vocabulary; pre-test or post-test.

d.   Reflecting

The last step was reflecting. Researcher and teacher discussed collaboratively further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes. And the last of the cycle, researcher interviewed to know what the student's responses toward teaching learning process. Additionally, the researcher used observation sheet and photography evidence to report the process, reflections, and reaction of students in teaching and learning process.

Data Analysis and Discussion

A.   Data Description

The data was analyzed by qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, and photography evidence. This research was conducted in one class with 40 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, acting, observing, and reflecting). The first cycle including pre-test conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken the test as the post test. The quantitative data were taken from the mean of the students' score in taking vocabulary test.

A.1   The Qualitative Data Observation

The researcher observed the students, situation, condition and what problem was found during the teaching-learning process in every meeting. The researcher filled the

observation sheet in order to know the students' activities during teaching learning process which Simon says was applied to improve the students' vocabulary mastery. It also was done to know how the interaction between the teacher and the students. From the observation, the researcher noted that the students were so excited, active, and enthusiastic in learning vocabulary by using Simon says game.

Interview

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also done after implemented the technique. From the students and teacher's answer in interview, showed that there were differences feeling before and after the implemented of the technique. The teacher felt the learning process was more active and students' mastery was increase after the technique implemented. The students also showed that they felt pleasure and enjoy learned vocabulary by using Simon says game.

Documentation

Photography is one of source as documentation or responding observation for researcher to catch every moment which considered important. The photography was taken while the teacher taught the students in front of the classroom. It was taken when the students did the vocabulary test, and during the teaching-learning process in the classroom. From the photo will be found that the students were active and enthusiastic during the teaching-learning process.

A.2.   The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted of four meetings in this research and the test was given in the last of each cycles.

Pre-Test

In the Pre-test the students score include to the low result, because in Pre-test the students did not understand yet about the material and still shy to ask the teacher. It gave

influence in Students' achievement. From the table it showed in the pre-test there were not students who able to pass the passing grade 70.

Post-Test I

In the Post-Test I the students score got increasing. In the post-test I students had given the reaction to pay more attention to the teacher and asked the material they did not know. And the reaction of the students gave influence in students' achievement to increase. From the table it showed in the post-test I there are 23 persons who able to pass the passing grade 70.

Post-Test II

In the post-test II the students score got increasing. In the post-test II students gave the positive reaction and more motivated in doing the test, the students also by Simon says game created the supportive condition in got the high score. The students' reaction and motivation increased the students' achievement. From the table it showed in the post test II there were 34 people who pass the passing grade 70. It means more than 50% students could improved their vocabulary by using Simon says game.

B.   Data Analysis

B.1.   The Qualitative Data

The qualitative data was analyzed from observation sheet and interview sheet The research was done in to cycles, and each cycle consists of two meetings and one test.

a.   The First Cycle

The first cycle was done in two meetings, the detail was below:

1.   Planning

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for 2 meetings. The topic which discussed was about vocabulary in a text in simple past tense.

In planning of action research, research had been prepared:

- Made the lesson plan

- Material about vocabulary in a text

- Sources of material

- Made learning media.

- Exercise as the instrument of collecting data Simon says game .

All the materials above used by researcher to teach the students in the class.

2.   Action

In the first cycle the researcher as the teacher did some action such as:

Introduction:

1. The teacher gave information about what they would discuss.
2. The teacher asked the students about their knowledge of their vocabularies

Core Activities

1. The teacher explained about the material in a text
2. The teacher gave to the students a text
3. The teacher asked to the students about the meaning of words in the text
4. The teacher explained about Simon says game
5. The teacher used the Simon says game in teaching the words based on the text.
6. The students asked about rule of Simon says game.
7. The teacher and the students discussed about the meaning of the words based on the text.

Closing

The teacher and students concluded the material together to know how far the students understand about the material.

3.   Observation

The observation was done to observe how the students' behavior and what the students' problems during the teaching-learning process. Most of the students had participated effectively during teaching and learning process and also when they did Simon says game in the class although some of them still lack and of understanding about vocabulary. They were enthusiastic and enjoyable about the topic which discussed by teacher

in classroom. They are also seriously to answer the exercise. To know further about the students' activity could be seen in photographs evidence which took by researcher during the teaching-learning process in classroom. We could see the students enjoyable, happy and enthusiastic than before.

4.   Reflection

Based on the result of the score of the test in cycle I and also observation, action of increasing was needed. Actually, students' score in test of cycle I was improved than the score of pre-test. But, it was needed more increasing in their vocabularies to solve their problems in material because some of them still confused and difficult to understand the meaning of the words. In the second cycle, researcher as teacher improved their vocabulary mastery by given more explanation about the meaning of the words.

b.   The Second Cycle

After doing the first cycle, the students' problems were found and it gave information about the students' vocabulary mastery in mastering the words. Therefore, researcher had a good motivation to conduct the second cycle of action research which was carried out in two meetings. It was expected that the second cycle of action research would get better than the first cycle. In this cycle, researcher gave the motivation and also more explanation about the material. The second cycle of action research as follows:

1.   Planning

In this phase, the researcher prepared lesson plan and emphasized the teaching-learning process in teaching vocabularies. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about the meaning of the words. Besides that, the researcher as the teacher used the media to make the students more interest and developed their creativity and also more focus in the material. The researcher also created the supportive and active situation in the class during teaching-learning process.

2.   Action

In this part, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing. In this part, the lesson

plan that had been arranged was implemented well in the classroom. In this steps, there were some activities done by the researcher, were:

Introduction:

1. The teacher gave information about what they would discuss.
2. The teacher asked the students about their knowledge of words meaning.

Core Activities

1. The teacher explained about the material that they have and would be discussed.
2. The teacher gave more examples about the material which the teacher explained.
3. The teacher divided the students into some group
4. The teacher invited the student who wanted to be a Simon
5. The teacher used Simon Say in teaching vocabularies.

Closing

The teacher and students concluded the material together to know how far the students understand about the material.

3.   Observation

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore about the meaning of the words. They liked to learn about vocabulary by using Simon says game which given by the teacher. They were active during teaching learning process and more enthusiastic than before. The observation also could be taken from interviewed in each meeting.

4.   Reflection

Having checked the students' vocabulary mastery by giving test to them, it was found that the students' score showed the increasing. Based on the observation and the result of their test, researcher concluded that the students could improve their vocabulary mastery by

using Simon says game. The students' scores in the second cycle had improved than in the first cycle.

B.2.   The Quantitative Data

The data was taken from test that gave to the students in the last of each cycle. Based on the result of every meeting and the tests in every cycle which have been conducted, it was found that the students score kept improve since the first until the last meeting. It can be seen from the students' score increased from the pre-test, post-test in cycle I until the post-test in cycle II. The students' score in post-test of cycle I was higher than the pre-test, and the post-test of cycle II was higher than the post-test of cycle I.

C.   Research Findings

The result indicated that there was an increasing on the students' vocabulary mastery by using Simon says game. The mean of the first cycle was 64.5, it was good enough. The mean of second cycle was 80.5, it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point □ 70 also grew up. In the pre-test, the students who got point □ 70 up were 0 students (0%). In the post-test of cycle I students who got point □ 70 up were 23 students (57.5%). It means that there was an increasing about 57.5 %. The post-test of cycle II, students who got point 70 to up there were 34 students (85%) and the increasing was about 27.5%. For the total increasing of the students' score from pre-test to post-test of cycle II was 85%. In other words, the students' vocabulary mastery improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from observation sheet and interview photography. All of these data indicated that the students given their attitude and responses during teaching-learning process. Observation sheet for the students, it could be concluded that the students were active during the teaching- learning process, although at the first meeting they were not interest and confused about the meaning of the words and some of them were shy and afraid of asking what they did not know.

There were some students found chatting and made some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the student felt interesting in learning vocabulary from day by day. From photograph, it was found that student were active and enthusiastic in following teaching -

learning process. In this Based on the result of the quantitative and qualitative data, it could be concluded that Simon says game could improve students' vocabulary mastery especially at MTs Laboratorium UIN-SU Medan.

D.   Discussion

This research was conducted to find out the improving of the students' vocabulary mastery by using Simon says game. The Simon says game was one of games that could be used by the teacher in teaching English to improve the students' vocabulary mastery. The research that had been done by the researcher indicated that Simon says game was effective or could be used in teaching vocabulary. It could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle I and post-test of cycle II. The increasing because of the teacher knew how to control the class and created the active class. Besides that, the Simon says game helped the students to understand the subject easily.

Based on quantitative data could be seen the students' vocabulary mastery improved and became well in the first meeting to the next meeting. And based on the qualitative data, it showed the increasing of teacher's and students' activity during teaching-learning process. The data could be seen from observation sheet, interview sheet and photography evidence that indicated the students were actively and paid attention the subject that the teacher taught. The students' also felt spirit in doing the task by using Simon says game and they created the supportive situation during teaching - learning process.

So, it could be concluded that the result of the research showed that the implementation of Simon says game could improve the students' vocabulary mastery. It could be seen from the quantitative data by prove the students' score got better in the post-test of first cycle than the pre- test, and the post test of the second cycle got better that the first cycle. Another could be seen from the qualitative data that showed the students' was active and spirit in teaching-learning process.

V.   Conclusions and Suggestions

There are some conclusions and suggestions:

A.   Conclusions

After analyzing the data, it could be concluded that:

1.   Simon says game could improve the students' vocabulary mastery at MTs Laboratorium UIN-SU Medan.

2.   Based on the result of qualitative showed, it could be concluded that the students' responses were more active, enthusiastic, spirit, and enjoyable in learning vocabulary by using Simon says game.

3.   From the result of research analysis, it was found that the improvement of students' vocabulary mastery was improved. The mean of post-test in cycle I was better than pre-test and the mean of post-test in cycle II was better than post-test in cycle I. The percentage of students who got 70 up improved in each cycle. And also based on the finding of alternative hypothesis (Ha) stating that Simon says game could improve students' vocabulary mastery accepted.

B.   Suggestions

This research showed that the implementation of Simon Says Game could improved students' vocabulary mastery especially at MTs Laboratorium UIN-SU Medan. There were following suggestion offered:

1.   For the English teacher, it is useful to apply Simon says game as one of alternative teaching and do the variation of teaching-learning process so the students' will feel spirit.

2.   For the students, they will feel spirit, interest and motivated so that they can understand the material.

3.   For the other researcher, who wants to develop all information and knowledge about Simon says game for those who have interest in doing research related the topic are able to make research in the discipline.

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