THE IMPLEMENTATION OF SIMON SAYS GAME IN TEACHING VOCABULARY TO THE FIFTH GRADE STUDENTS IN SDN SUMODIKARAN 2

SKRIPSI

Presented to
IKIP PGRI BOJONEGORO
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

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IKIP PGRI BOJONEGORO
2025

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MOTTO

"Trust the process, for every struggle carries the blessing unseen by the eyes but felt by the heart."

Percayalah pada proses, setiap perjuangan mengandung berkah yang tak terlihat mata, namun dirasakan hati.

"In every 'Simon says,' words become action, and action becomes memory."

Dalam setiap "Simon says," kata berubah menjadi gerak, dan gerak menjadi ingatan.

ACKNOWLEDGEMENT

First of all, the researcher wishes to convey profound appreciation to Allah SWT, the All-Powerful, for His endless blessings and guidance, so that this skripsi entitled "The Implementation of Simon Says Game in Teaching Vocabulary to the Fifth Grade Students in SDN Sumodikaran 2" could be completed properly.

The researcher acknowledges that this skripsi could not have been completed without the assistance, encouragement, and contributions of many individuals. Hence, the researcher wishes to express heartfelt gratitude to:

1. Dra. Juniarti, M. Pd. as the rector of IKIP PGRI Bojonegoro.
2. Dr. Cahyo Hasanudin, M. Pd. as the dean of Faculty Languages and Arts Education IKIP PGRI Bojonegoro.
3. Okhta Ika Rahmawati, S.Pd., M.Pd. as the advisor 1 who has given continuous support, valuable guidance, constructive suggestions, and dedicated much of their time throughout the process of writing this skripsi.
4. Dr. Moch. Fuadul Matin, S.S., M.Pd. as the advisor 2 who has given valuable guidance, advice, and support during the completion of this skripsi.
5. All lecturers of the English Education Department for their knowledge and encouragement while the researcher conducted this study.
6. The headmaster, English teacher, and the fifth grade students of SDN Sumodikaran 2 for allowing and supporting throughout the research process.
7. The researcher's beloved family and friends for their love, patience, and motivation that kept the researcher strong throughout this journey.

Finally, the researcher wishes that this skripsi can provide useful insights and Provide insights for ongoing studies in English education. The researcher recognizes that there are still weaknesses in this skripsi; thus, constructive criticism is openly accepted.

Bojonegoro, 2025

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STATEMENT OF AUTHENTICITY

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the skripsi entitled:

"THE IMPLEMENTATION OF SIMON SAYS GAME IN TEACHING VOCABULARY TO THE FIFTH GRADE STUDENTS IN SDN SUMODIKARAN 2"

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 15 Juli 2025

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ABSTRACT

Madfiroh, Umi Latifatul. 2025. "The Implementation of Simon Says Game in Teaching Vocabulary to the Fifth Grade Students in SDN Sumodikaran 2". Skripsi. English Education Department. Faculty of Languages and Arts Education. IKIP PGRI Bojonegoro, Advisor (I) Oktha Ika Rahmawati, (II) Dr. Moh. Fuadul Matin.

Keywords: simon says game, teaching vocabulary.

Teaching vocabulary to elementary school students requires creative, interactive, and student-centered techniques to maintain their interest and motivation. One practical and engaging teaching technique is the implementation of Simon Says game, which makes vocabulary learning more enjoyable, memorable, and suitable for their developmental stage. This study aims to describe the implementation of Simon Says game in teaching vocabulary and to describe students' responses to its use. This study using a descriptive qualitative design, the study observes teaching activities and student reactions on the implementation of Simon Says game. Data were collected through observation checklists, questionnaire and interviews. Data analysis was carried out by selecting relevant data, presenting it, and then drawing conclusions. The results show that the Simon Says game created an active, fun, and student-centered learning environment. Students were enthusiastic, actively participated, and could remember vocabulary, especially related to body parts more easily through physical movements. In conclusion, Simon Says game helped students engage more deeply in the learning process, making vocabulary learning meaningful and enjoyable.

ABSTRAK

Madfiroh, Umi Latifatul. 2025. "The Implementation of Simon Says Game in Teaching Vocabulary to the Fifth Grade Students in SDN Sumodikaran 2". Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro. Pembimbing (I) Oktha Ika Rahmawati, (II) Dr. Moh. Fuadul Matin.

Kata kunci: permainan Simon Says, pengajaran kosakata,

Mengajarkan kosakata kepada siswa sekolah dasar membutuhkan teknik yang kreatif, interaktif, dan berpusat pada siswa untuk mempertahankan minat dan motivasi mereka. Salah satu teknik pengajaran yang praktis dan menarik adalah dengan menggunakan permainan Simon Says, yang membuat pembelajaran kosakata menjadi lebih menyenangkan, mudah diingat, dan sesuai dengan tahap perkembangan mereka. Penelitian ini bertujuan untuk mendeskripsikan penerapan permainan Simon Says dalam pengajaran kosakata dan mendeskripsikan tanggapan siswa terhadap penggunaannya. Penelitian ini menggunakan desain deskriptif kualitatif untuk mengamati aktivitas pembelajaran serta reaksi siswa terhadap penerapan Simon Says game. Data dikumpulkan melalui lembar observasi, angket, dan wawancara. Analisis data dilakukan dengan memilih data yang relevan, menyajikannya, dan kemudian menarik kesimpulan. Hasil penelitian menunjukkan bahwa permainan Simon Says berhasil menciptakan suasana belajar yang aktif, menyenangkan, dan berpusat pada siswa. Siswa menunjukkan antusiasme, berpartisipasi aktif, dan lebih mudah mengingat kosakata, terutama yang berkaitan dengan anggota tubuh, melalui gerakan fisik dalam permainan. Kesimpulannya, permainan Simon Says membantu siswa lebih terlibat dalam proses pembelajaran, sehingga pembelajaran kosakata menjadi lebih bermakna dan menyenangkan.

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INTRODUCTION

A. Background of Study

Teaching is a fundamental aspect in education, serving as a bridge between knowledge and the learner. Effective teaching requires not only a deep understanding of the subject matter, but also the ability to engage students in a meaningful way. Teaching English to elementary school children is very different from adults. Children have different concentration levels to adult learners, where they easily lose interest and motivation. They tend to be more engaged when lessons are delivered in an enjoyable manner, rather than being limited to monotonous activities (Anggrarini, 2019). Therefore, teaching techniques in elementary school must be interactive, interesting, and appropriate for their developmental stage. This is especially important when teaching vocabulary, as it is the basis of language acquisition and communication. In addition, the learning process should be made appealing and participatory to promote students' active involvement and enhance their performance (Wahyuningsih & Muanayah, 2022).

Teaching techniques play a crucial role in shaping how students learn. A good teaching technique helps students acquire word meanings and fosters their participation in educational activities. Techniques such as Simon Says, Charades, Back to the Board, Board Game, and Bingo are commonly used to make vocabulary learning more interactive and engaging. These techniques emphasize active involvement, where students connect words to actions, images, or real-life contexts, enhancing their ability to remember and use vocabulary effectively.

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Teaching Vocabulary is considered a major focus in discussions about teaching English to foreign language learners (Susanto, 2017). Teaching vocabulary to young learners can be challenging because they can easily memorize new words and also quick to forget what they have learned. In addition, Vocabulary is a fundamental part of mastering a language that needs to be taught to students (Ramadini & Halimah, 2019). According to Nurpratama (2020), Vocabulary is a vital part of language learning, as it forms the basis for acquiring a deeper understanding of the language. It means that without sufficient vocabulary, Students are likely to have trouble understanding word meanings in the language, both in spoken and written forms.

However, teaching vocabulary to young learners requires effective and engaging strategies to ensure retention and application. One such strategy is the implementation of games, which have confirmed to be effective in making vocabulary learning more enjoyable (Baimbetova, 2020). Using games to teach vocabulary helps enhance retention by connecting words with actions, images, or scenarios. Teaching vocabulary through games has several advantages. First, children generally enjoy games because they are an integral part of their daily lives, and they often spend much of their free time playing. Second, through games, children may be driven to communicate in a foreign language. Games like charades or Simon Says encourage students to physically demonstrate the meaning of words, reinforcing their understanding through movement. Similarly, word-matching or memory games challenge students to recall and apply

vocabulary in a competitive yet supportive setting. These activities engage multiple senses and learning styles, which strengthens cognitive connections and helps students retain new vocabulary for longer periods.

According to Erna & Basri (2023), Games increase enthusiasm in learning English because many are communicative and collaborative and fostering greater student involvement in the learning process. Games are widely recognized as an excellent technique for teaching young learners, as they make the learning process enjoyable and engaging (Ratminingsih et al., 2018). Some games that can be applied to learning English include Word Match, Spelling Bee, Crossword Puzzle, Board Race, and Simon Says. The numerous advantages of using games have led many teachers to integrate them into the learning process. By selecting appropriate games, classrooms can become more lively and enjoyable, helping students stay engaged and avoid boredom (Ni'mah et al., 2010). In addition, the students are expected to be more enthusiastic and involved in classroom activities (Listiana, 2023). A frequently used game in educational activities is Simon Says game.

Simon Says Game is considered the best game to support vocabulary development in English (Napra, 2023). Furthermore, Simon Says game can serve as a technique for introducing new vocabulary (Dalimunte et al., 2017). According to Puspita et al (2018), Simon Says game has the potential to boost learners' interest and participation in classroom learning. In the Simon Says game, either the teacher or a student act as "Simon" and leads the activity from the front of the class. The leader issues instructions that students should only obey if the command begins with the phrase "Simon

Says." If a student follows an instruction that doesn't include "Simon Says," they must sit down and are out of that round. To make the game more challenging, Simon might give commands that are verbally correct but perform different actions to mislead the players. (Zimmer, 2015).

The several studies have been done in Simon Says, show that Students gaining educational experience with the help of Simon Says game. The studies showed that this game was fun. The found that Students were spirited in carrying out the task with the help of the Simon Says game, and they played a role in building a conducive teaching and learning environment (Polem, 2017). In addition, the finding found that children who learn through games like Simon Says are able to more easily remember new vocabulary and apply it in simple sentences later on (Bouti et al., 2024).

In the specific context of SDN Sumodikaran 2, teacher face several problems when teaching English vocabulary. Many students come from diverse backgrounds with limited exposure to English, leading to differences in their understanding and recall of new words. From observing classroom activities and speaking informally with English teachers, it was concluded that some students often appeared bored or confused during conventional textbook-based vocabulary lessons. They sometimes have difficulty remembering the vocabulary learnt in the previous meeting and lack active participation. This situation suggests that traditional methods do not fully engage all students and support their vocabulary development.

Based on the explanation above, the choice of Simon Says game was made by the researcher since it was thought to be suitable for exploring how

fifth-grade students at SDN Sumodikaran 2 respond to interactive and movement-based learning activities, particularly when learning vocabulary about parts of the body in the Merdeka Curriculum. Simon Says game is a commonly played game that involves actions, commonly used in an active classroom setting. In this game, a designated player becomes "Simon" and gives directions to peers, who are to respond only when the instruction includes the phrase "Simon says." The goal is to stimulate complete student participation in the learning environment.

B. Formulation of the Problems

Considering the background described above, the researcher attempts to respond to the following questions:

1. How is the implementation of Simon Says game in teaching vocabulary to the fifth grade students at SDN Sumodikaran 2?

2. What are the students' responses to the implementation of Simon says game in teaching vocabulary?

C. Objectives of the Study

The goal of this study is:

1. To describe how the implementation Simon says game in teaching vocabulary at fifth grade in SDN Sumodikaran 2.

2. To describe the students' responses to the implementation Simon says game in teaching vocabulary.

D. Significances of the Study

The outcomes of this research are separated into two aspects: theoretical and practical significance:

1. Theoretical Significance

   This study is expected to support the theoretical foundation of teaching techniques for elementary school students in vocabulary learning support the development of theories related to Teaching English to Young Learners (TEYL), especially the use of interactive techniques. Ultimately, these techniques can be useful and practical in making vocabulary classes more engaging and enjoyable.

2. Practical Significance

   This study is practically significant as it may offer teachers a useful alternative in English instruction and help create a more enjoyable and engaging vocabulary learning experience. Then for the Students, can memorize vocabulary with other games. This study provides information for the researcher about the implementation Simon says game for teaching vocabulary is hoped to offer valuable insight for further evaluation of the technique.

E. Definition of Terminologies

1. Simon Says Game : Simon Says is an activity where students follow commands given by the instructor (Nasution, 2021). According to Polem (2017), as a popular technique, Simon Says helps in delivering teaching Vocabulary and motivating students to take part actively in classroom activities. Moreover, Simon says is a game who involves students to follow the command and the steps in this game acquaints students for learning vocabulary with fun (Felogau, 2018). While in the opinion of the researcher, Simon says game is

an effective tool for teaching vocabulary. The game engages students in an interactive and fun way, helping them learn new words and phrases. The game not only makes learning fun, but also strengthens vocabulary retention as students associate words with actions.

2. Vocabulary: Vocabulary is among the crucial language features that learners need to understand when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. (Izzati, 2018). According to Dalimunte et al. (2017), Vocabulary is a word or a sound which represents a certain meaning as an utterance unity. Moreover, Vocabulary is very important for those who are learning a language such as English because vocabulary is the basic thing that they must master before they learn more about the language (Mawaddah, 2010). While in the opinion of the researcher, Vocabulary is the collection of words and phrases that a person knows or uses in a particular language. In the context of teaching and learning, it refers to the knowledge of word meanings, usage, pronunciation, spelling, and relationships between words.