

TEACHING LISTENING SKILL USING SIMON SAYS GAME

Miftah A'inun Ni'mah

Refi Ranto Rozak¹

Ima Isnaini T. R.²

IKIP PGRI Bojonegoro, Indonesia

miftahainun23@gmail.com

Abstract

Listening is a part of oral and receptive skills. Teaching technique is needed to teaching listening for more enjoyable and attractive learning. The fact that most of the student feel bored and not interested with the learning process. The student just listening the tape recorder and sat in their chair with answer the question. Using games which is better choice that the class will be more cheerful and joyful and the students will not get bored. Simon says game is the one of the game to learn listening, the student can be more active and not bored in the learning process. The purpose of this study is to know the students' responses towards the use of Simon says game in teaching students' listening skill. By using qualitative research is classified to the case study research, we get the data from interview and questionnaire. The findings describe the teaching listening with simon says game. Simon says game is a game for 3 or more players where one player take the role of "simon" and issues instruction to the other players. The implications of this research give direction to the implementation of the simon says game for teaching listening skills. In future, it provides the advantages to developing the quality of English teachers

Keywords: Simon says game; Game; Listening Comprehension; Learning Model; Vocational High School

INTRODUCTION

English is one of the language in the world that has an important role of for communication. It has used as an international language in all over the world. It is important for us to learn it. English is a compulsory subject in both public and private school that function as a means of the advancing student in, science, technology and culture. There are four skill taught in English subject namely: Speaking, Writing, Reading, and Listening. Listening as one of the four language skill is a part of oral and receptive skills. Nunan (1992) states that "listening and reading are receptive skills, because they are focused on receiving the information from an outside source, while speaking and writing are productive skills because the focus is on producing information."

Game at school sometimes only used as ice breaking or to kill time and viewed as an activity which make the students' joy without getting the education inside it.

Whereas, the game not only can be a good way for practicing the language, but also offers the experience because each game has lesson (e.g: problem solving, self-confidence, etc.). Moreover, it is undeniable that all levels of the students like to play game due to the fun. Using games which is better choice that the class will be more cheerful and joyful and the students will not get bored. It will be easier for them in improving their listening comprehension. Furthermore, Zimmer (2010:6) writes that "games allow the students to work collaboratively towards a common goal." This collaborative effort is more than just learning to work with others. It also promotes a relationship where they can learn from each other, such as supply reasons for why their answer is the best and learn to listen to their teammates. Games are highly motivating because they are amusing and interesting. They can be used to give practice many type of communication.

Simon says game is a classic game that works really well as a fun ESL classroom activity. The use of Simon says game will encourage the students to learn English-listening skill more effectively. Ur (2009) states that "the teacher defines or describes something (having told students in advance what nature of a thing it is), and they simply have to guess what it is by raising their hands to volunteer the answer, or jotting it down on a piece of paper." While using this game, the students not only sit on their chair, but also can interact with others, thus there is a communication process while study listening. And according to Zimmer in her book (2015:151) stated that "Simon says is good way to get students to actively their listening and review vocabulary". Simon says game gives the students real practice in study with so much joy inside it. With this game the students indirectly not only play, but also practice their listening skill.

In Indonesia, a research study on Simon says game was conducted by Polem (2017); *The implementation of simon say game to improve students' vocabulary mastery in learning english*. The researcher in his study used classroom action researches where he took one class consist of 40 students as the sample. And the result of his research showed that simon says game used in teaching vocabulary to improve students' vocabulary. Another study research was conducted by Diah(2012); *Improving listening skills through interactive games in the seventh grade at smp n 2 kalasan in the academic year of 2012/2013*. The research show that the listening skill of the seventh grade effected through interactive games.

Though the previous studies about simon says game have been done by some researchers, there is not yet a research about teaching listening skill using simon says game. To guide the exploration, we posed the following queations: (1) How is the implementation of Simon says game in teching listening skill at tenth grade of vocational high school? (2); What are

students' responses towards the use of Simon says game in teaching students' listening skill?

The benefits of this research to know know the students' responses towards the use of Simon says game in teaching students' listening skill. The implication of this research gives direction and alternative of implementation of the simon says game for English classroom future.

METHOD

This research used data from teacher and student in the vocational high school as primary source of data. The secondary source can be taken in documentation. In addition, researcher will use secondary source of data which is the coordinator of language program in the school. This study was held in Vocational High School 2 Bojonegoro that located in Jl. Patimura No. 3, Sumbang, Kec. Bojonegoro, Kab. Bojonegoro, east Java. It was done in X Teknik Pengelasan classroom during the English lessons in the academic year of 2017/2018. The writer take X teknik pengelasan as her subject of the study, it consist of 36 students. The method of the research that is used by the writer is qualitative research. In this study is classified to the case study research. The qualitative data were obtained by interviewing the students and teacher, doing observation during the teaching-learning process and the implementation of the action in the field. The data were in the form of field notes and interview transcript. There were three kinds of technique used by the researcher to collect the data. They were interview, test and observation. Each technique was also followed by the instruments. Furthermore the detalil instruments of the research were presented on the following table.

NO.	TECHNIQUE	INSTRUMENT	RESULT
1	Interview	Guideline of interview	Transcript
2	Observation	Observation's guideline	Observation's Sheet
3	Questionnaire	Guideline of questionnaire	Transcript

Tabel 3.1 : Instruments of the research

FINDING AND DISCUSSIONIn this chapter, the writer presents the finding of the research about the implementation and students' responses of simon says game in teaching listening at tenth grade of welding department SMK N 2 Bojonegoro. Then, in the discussion the researcher deduced the finding.

A. Research Finding

The resaercher has done the research and got the complete data from all the techniques included in interview, observation, and documentation. To gain the objectives of the research, the researcher analyzed the data systematically and accurately. The data then analyzed in order to give meaningful interpretation and draw inferences about the object of the evaluation. In reporting the findings of the research, the researcher reported the results based on the topic in research problems: 1). How the implementation of Simon says game in teaching listening skill at tenth grade of welding departement SMK N 2 Bojonegoro is; 2). What students' responses towards the use of Simon says game in teaching students' listening skill are. It is specified as follows:

1. Implementation of Simon Says Game in Teaching Listening Skill at Tenth Grade of Welding Departement SMK N 2 Bojonegoro.

The finding for the first research problem was gained through interview, observation and documentation. In interview technique, the researcher used interview transcript as the instrument to

collect the data. In the process of interview with the teacher which hold on May 02, 2018, first, the researcher informed the objectives of doing this research. Then, she asked teacher's permission to do interview with her. After permitted by the teacher, in order to gain as much as information from the teacher. Apparently, this activity flowed and the researcher got expand data until became 10 questions. Then the answer for the first research problem was inferred that the teacher sometimes used some strategies or games in teaching listening to students with hearing impairment such as lyrics of song, dialogue tape and etc. The teacher know about simon says game but have never tried it before and the teacher so appreciate to use simon says game to teach listening skill. Then, the applications of those strategies were described by the teacher directly as in this part of interview transcript:

"Sometimes teaching listening skill using song or movie, but now I can see that simon says game can be used to teaching listening in the class. For the example activity like the teacher give the rules of simon says game, and the student must listen carefully to play the game."

- a) The Implementation of Simon Says Game

- 1) Teaching Document

The document was arranged before the research conducting the research. Frist of all, researcher prepared or made a lesson plan and syllabus for meeting. The topic which discussed was about listening. In

planning document of action researcher had been prepared:

- Syllabus
According to Nunan (1988) syllabus is more localized of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation so syllabus focuses more narrowly on the selection and graduation of content, which focuses on the knowledge and skill which learners should gain as a result of instruction". In conclusion syllabus is a document in specification of the content and the ordering what is to be taught. It consists of specification of the task and activities.
- Lesson Plan
Before the teacher taught English lessons, the teacher always made the lesson plan. The teacher made a lesson plan based on the curriculum that teacher used. The teacher always made it in order to convey the English lessons more clearly and had a purpose for the students to achieve.
- Teaching material
The teacher must develop and to be more selective in choosing the teaching material. The material used in teaching listening skill by using Simon Says game, the teacher uses textbook based on the student's need.

2) Class Activities

In this part, the teacher supported the students by giving motivation to make them feel spirit and always struggle to do 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 step, there were some activities done by the researcher and students, they were:

Introduction:

- The teacher said greeting to all students
- The teacher checked the attendance list
- The teacher give information about what they would play.
- The teacher asked the students about their argument about Simon Says game in listening.

Core Activities:

- The teacher explained about the rules and the material that they have and would be played
- The teacher gave more examples about the game which teacher explained.
- The student make a group with their friend.
- The student listen carefully and write about the text for listening
- The teacher said about the text of Simon Says game
- The student stand up and doing the instruction of the game

Closing:

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

3) Evaluation

The researcher saw that the students enjoyed with teaching and learning process which taught by the teacher. They had fun with the technique and the material. So, they could absorb the material easily and they were not shy anymore to express their idea. They had a great motivation to learn the material well. But, there were some of the students still confusion or they just made a noisy and joked with their friend

2. Students' responses towards the use of Simon Says game in teaching students' listening skill

The findings for the second research problem were gained through in questionnaire technique. Before distributing the questionnaire, the researcher showed it to the teacher in order to be proofread by her. But she said that the students would not understand the meant of the questionnaire. Therefore the researcher paraphrased it into simple sentences. The teacher helped the students to understand the question easily by interpreting it into sign language, for example as follow:

1. Is learning listening so difficult?

(TS: apakah listening itu sulit?)

- a. Yes
- b. No

Question number 1 asked about the students's opinion is learn listening difficult or not. There are 28 (77.8%) students answering "yes" and only 8 (22.2%) students answering "no". based on the answer of the question number 1, it is clear that majority of the students still feel difficult in learning listening.

Item number 2 asked about their interesting in simon says game. The whole students answer "yes" (36/100%). It was surprising that the simon says game is interesting to the students.

Item number 3 asked about are they enjoyed the simon says game in learning listening. There are 33 (91.7%) students answering "yes" and only 3 (8.3%) students answering "no". Based on the answer of the question number 3, it is clear that majority of the students enjoyed learning listening use simon says game. Besides, it proves that simon says game got a good responses from students.

Item number 4 asked about students' opinion about simon says game make the class more active or not. There whole students answer "yes" (36/100%). It is proved that simon says game make the class more active than before.

Item number 5 tried to seek the opinion of the students whether or not the simon says game that will be using again in another listening lesson. There are 34 (94.4%) students answer "yes" and only 2 (5.6%) students answer "no". It is obvious that the majority of the students expected the simon says game to be given continuously.

Based on the result of questionnaire, the reasearcher described the data as like this: the result of questionnaire construct that both of the students felt happy and comfort while

following the simon says game in the class. One of them said that learning listening is easy but the other said that it is difficult. From the total percentage result of questionnaire, 92.78% got good responses from students in learning listening with simon says game and only 7.22% students got bad responses.

B. Discussion

Based on the finding description above, there are several things that can be noted down. It will be arranged based on the findings of each research problem.

Listening is a process involving a continuum of active processes, which are under the control of the listener, and passive processes, which are not" (Rost 2002:7). He pointed out that personal definition of listening typically draw upon one of four orientations or perspectives:

- a. Orientation 1: Receptive
Listening is receiving what the speakers actually says.
- b. Orientation 2: Constructive
Listening is constructing and representing meaning.
- c. Orientation 3: Collaborative
Listening is negotiating meaning with the speaker and responding.
- d. Orientation 4: Transformative
listening is creating meaning through involvement, imagination and empathy.

To be a good active listener, there are two components that attention and reflection. Attentive listening includes eye contact, posture, facial expressions, gestures, and genuine interest in what the person is saying. For the definition listening, simon says game include in number 4 thath transformative because from simon says game student must imagination what the speaker say.

For the first research problem, the finding showed that the implementation of teaching listening skill using simon says game was effective or could be used in teaching listening and according to

Zimmer in her book (2015:151) stated that "Simon says is good way to get students to actively their listening and review vocabulary." It could be seen from result of the interview and the questionnaire that showed us the responses of students' answer. The responses because of the teacher knew how to control the class and created the active class. beside that, the simon says game helped the students to understand the lesson easily and not bored in the class.

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 documentation that indicated the students were active and paid attention the subject that the teacher taught. The student's also felt spirit in doing the task by using simon says game and they created the supportive situation during teaching-learning process.

Then from the findings of the second research question, it can be concluded that students responded positive (felt happy and comfort to follow the class) toward teacher's game in teaching listening skill even even sometimes they faced difficulties in learning grammar, for example difficulties in vocabulary. Moreover, based on the result of students score in final examination of semester II, which has high score, the researcher concluded that good responds (such as felt happy and comfort to follow the class) and positive opinions toward teacher's strategy in teaching listening made the students been high motivated in learning English subject which made them got high score of English subject examination. Students' motivational beliefs affect their involvement, commitment and engagement in the life classroom.

So, it could be concluded that the result of the research showed that the implementation of Simon says game

could given positive responses from students. It could be seen from the qualitative data that showed the students's was active and spirit in teaching learning process.

CONCLUSION AND SUGGESTION

A. Conclusion

The research is about teaching listening skill using simon says game. In reference to the discussion in the previous chapter, it can be concluded that the use of simon says game is believed to be effective to improve students' listening skills.

Since simon says game was used in the teaching listening, the students were enthusiastic in the class. In addition, simon says game improved students' listening. In the simon says game, the students could respond to the written and physically such as the students could answer the teacher questions and did the instruction. The students' responses in learning listening using simon says game could be seen from the result of questionnaire. The result is 92.78% got good responses from students in learning listening with simon says game and only 7.22% students got bad responses. It means that the students' listening skill can be improved with using simon says game.

B. Suggestion

After conducting this research, the research offers several recommendations for the English teacher, the students and other researchers. The recommendations are presented below:

1. For the English teacher of SMK N 2 Bojonegoro

A different way of teaching listening should be applied in order to make teaching learning process more interesting. Teachers should vary their ways in teaching listening because

sometimes the students get bored and unmotivated with just sitting on their chair and listen to the tape recorder.

Simon says game can be made as media in teaching listening. The students will not get bored in the learning process because simon says game not only listen the speaker but practice and express their listening that can grab the students interest. This game can help the students to be more enjoyed and motivated in listening activities. The teacher should consider this game in teaching listening, because it is easy to be understood.

2. For the students

The students. Simon says game is one if the alternative ways to practice listening. It is because simon says game can help students in responding and express their listening. It also can motivate the students to learn English more.

3. For other researchers

The result of this research are expected to encourage other researchers to conduct further study dealing with listening skill. Therefore, the other researchers who will conduct the similar research need to be prepared well

Hopefully the result of this research will be usefull for the readers, especially for the teachers of English to use the interesting game in teaching listening. This research can also be a reference for the next researchers in conducting similar research.

REFERENCES

- Anaheim, University Pres,(2011), *Teaching English to Young Learners:USA* p.18.
- Anderson, (2015), *Teaching English in Africa: A Guide to the Practice of English Language* East Africa Education Publish R wanda Ltd, p.179.
- Arikunto, Suharsimi. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Cetakan Kelimabelas. Jakarta: Rineka Cipta.
- Brown, H.D. 2000. *Principle of Language Learning and Teaching*. San Francisco: San Fancisco University.
- Brown, (2007), *Teaching by Principles: An Interactive Approach to Language Pedagogy (Third edition)*. San Francisco University.
- Cakir, Ismail. 2006. "The Use of Video as an Audio Visual Material in Foreign Language Teaching Classroom". TOJET October 2006 ISSN:1303-6521 volume 5 issue 4 article 9
- Chen, Using Games to Promote Communicative Skills in Language Learning, <http://iteslj.org/Techniques/Chen-Games.htm> 1, (Accessed on February 3th, 2016).
- Cohen, Vicki L, and Cowen, John Edwin. *Literacy for Children in an Information Age: Teaching reading, Writing, and Thinking*, (Second Ed.). California: Wadsworth, 2011
- Crasswell, John W. *Planning, conducting and evaluatin quantitative and qualitative research*. Boston: pearson, 2008.
- Diah, Aprillia. (2012); *Improving listening skills through interactive games in the seventh grade at smp n 2 kalasan in the academic year of 2012/2013*
- Helgesen, M. and S. Brown. 2007. *Practical English Language Teaching Listening*. New York: McGaw-Hill.
- Hadfield, Jill *Elementary Communication Games*, (Essex: Longman, 1996), p. 4.
- Jun, Zhang Yi. "Warm-up Exercises in Listening Classes."" <http://iteslj.org/Techniques/Zhang-ListeningWarm-up.html>, [accessed on December 18th, 2015]
- Khonmohammad, Hajar. Gorjian, Bahman and Eskandari, Zivar "Using Games to Affect Learners' Motivation in Learning English Grammar", *International Journal of Language Learning and Applied Linguistics World*, 5:325, (Iran, March 2014), pp. 324--341.
- Le Sancho Passe, Ang (2013), *Dual-Language Learners: Strategies for Teaching English*. United State of America ; Published by Redleaf press, p.107.
- Maria, A.S. 1998. *Modules for the Profesional Preparation of Teaching Assistants in Foreign Languages*. Washington, DC: Center for Applied Linguistics.

- Muhit, Abdul. *The Use of Missing Lyric Game to Improve Students' Listening Skill*, (Skripsi, Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University, Jakarta, 2012).
- Nunan, David. *Research Methods in Language Learning*. Cambridge: Cambridge University Press, 1992
- Nurislam, Irani. *Reinforcing Students' Listening Skill Through Guessing Game*, (Skripsi, Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University, Jakarta, 2016)
- Muhsin Polem, Abdul (2017); *The implementation of simon say game to improve students' vocabulary mastery in learning english*.
- Rost, M. 2002. *Teaching and Researching Listening*. Harlow: Pearson Education, Longman
- Saha M. 2008. *Teaching listening as an English Language Skill*. Retrived May 18, 2014, from: <http://www.articlesbase.com/languages-articles/teaching-listening-as-an-english-language-skill-367095.html>
- Sari, Istiqomah Wulan. (2015); *Balloon face game: an innovative game in listening teaching process (a classroom action resaerch of tenth 1 graders of sman 1 nalumsari jepara in 2014/2015 academic year*
- Steinberg, Sheila, *An introduction to communication studies*. Juta and company Ltd., 2007
- Larcabal, Rita Susana, *The Role of Game in Language Acquisition*, (Washington D.C: English Teaching Forum, 1992), p. 28.
- Su Kim, Lee "Creative Games For The Language Class", *English Teaching Forum*, 33:35, (Kuala Lumpur, January-March 1995), p. 35.
- Talak-Kiryk, Amy, "Using Games in A Foreign Language Cllassroom" (2010). MA TESOL Collection. Paper 484
- Ur, Penny. *Teaching Listening Comprehension*. Cambridge: Cambridge University Press, 2009.
- Yeni, Heri, *Using Games to Increase Students' Participation in Listening Activity at SDN Pisangan Timur II*. (Skripsi Fakultas Bahasa dan Seni, Universitas Negeri Jakarta, Jakarta, 2009).
- Valipour, Valeh and Assadi Aidinlou, Nader, "The Effect of Language Games on Learning English Listening-Speaking Skills of Iranian Pre-school Students", *Indian Journal of Fundamental and Applied Life Sciences*, 4:647, (Iran, April-June 2014), pp. 647--650.
- Wallace, Trudy., et al., *Teaching Speaking, Listening, and Writing*. Brussels: International Academy of Education, 2004

- Ward, Steven (2008), *What You Need to Know about Motivation and Teaching Games: An in-depth analysis*, Published by Steve Word of Wholing Child Consulting, LLC, p.121.
- Woods, Caroline. *Teaching and Assessing skills in Foreign Languages*. Cambridge: Cambridge University Press, 1994.
- Wright, Andrew. Betteridge, David and Buckby, Michael. *Games for Language Learning* Third Edition, (New York: Cambridge University Press, 2006), p. 1.
- Wright, Andrew. *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 2004), p. 3.
- Zimmer, Amy Buttner (2015), *Activities, Games, and Assessment Strategies for the World Language Classroom*, New York; Published by Routledge, p.151