

The Use Of Simon Says Game To Improve Student's Listening Skill

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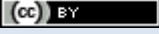
Keywords :

Listening, Simon says game

Abstract

This research is an experimental research and uses quantitative methods. The authors conducted this study in class XI IPA 1 as a control class and class XI IPA 2 as an experimental class. To obtain data, the researcher conducted experimental teaching for six meetings. The instrument used was 10 questions. This research was conducted to determine the extent to which students' understanding in listening by using Simon says game. The researcher uses 1 type of experimental teaching namely, pre-test and post-test. The results show that there are significant differences between students who are taught by using Simon says game and students who are taught with other methods. This was found by comparing pre-test and post-test. Based on the data obtained, the authors concluded that their listening comprehension improved after being taught using Simon says game, they were also interested and motivated in the learning process. Then choosing Simon says game can greatly help students to improve their listening skills. The calculation of the data showed their experimental class had the total score 2045, meanwhile in the control class had the total score 1945. The mean score of experimental class was 18,2 and the mean score of control class was 14,6. It showed the mean of difference score of experimental class was higher than control class (18,2>14,6). While, the result of was 7,84. Because of that, higher than (7,84>2,68). It means, was accepted. It indicated that the ability of the students in mastering listening had been increased after the researcher teach Simon says game.

Volume 1, No.2, June 2021, Pages : 257-268

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Introduction

English has been used all over the world. It means that English is a means of communication that is used internationally by people to communicate with others to transfer ideas, thoughts, feelings, attitudes, or messages. Nowadays, people need to be able to use English in order to challenge globalization. In English, there are four basic language skills that teachers have to teach and students have to learn; they are reading, listening, writing, and speaking. One of the essential skills is listening. "Listening performance is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain. Mastering listening comprehension is the first step towards fully acquiring the English language. The teachers should encourage their students to develop listening strategies. Predicting, asking for clarification, and using non-verbal cues are some examples of these strategies that improve learners' listening comprehension ability. Furthermore, after having informal interview to the teacher and some students, it revealed that listening is the hardest among others skill to be acquired. They said that many difficulties came up when practicing listening such as the audio speed which is too fast, different context in daily life, different accent, meaningless of words and lack of strategies. These factors made listening skill complicated. In addition, based on my observation toward the learning facilities, sometimes, teachers brought speaker to conduct listening lesson. However, the quality of speaker was un standard and the class was to large. Sometimes, the electricity did not support the listening processes as well. So that the researcher will give a solution for that problems above, the researcher wants to apply Simon says game, that is a game for 3 or more players where one player takes the role of "Simon" and issues instructions (usually physical actions such as "jump in the air" or "stick out your tongue") to other players, which should only be followed if prefaced with the phrase "Simon says".

Researcher thinks that with this Simon says game can build student's participation in teaching listening process. In Simon says game is also no audio tape needed. Simon says also can build more interactions between the teacher and the students.

Literature Review

Listening as a basic of language skill was as a fundamental for interactive multimedia development in improving students' critical listening skill. Morris explained listening process such as hearing, attention, perception, evaluation, and response or reaction. Listening process into hearing, understanding, evaluating, and responding.

Listening based on expert

Listening is a receptive skill which involves responding to the oral language rather than producing the written language.

- Listening is an invisible mental process, making it difficult to describe. However, it is recognized by Brown (2001: 249) 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.
- . Listening involves doing many things : dealing with the characteristics of the spoken language, using context and the knowledge of the world, understanding different text types, understanding different speeds of speech and accents (Spratt, 2005: 31).
- . According to Helgensen and Brown (2007:7), listening requires the active intention and the active intention is the part of the hearer.

Teaching listening

To achieve successful English language learning, teachers must teach the students the four language skills, i.e. listening, speaking, reading, and writing. The teaching of listening as a separate skill is a recent innovation in language teaching. It is because listening comprehension is not simply considered as an adjunct of speaking, but listening precedes speaking and other language skills. According to Brown (2007: 8), teaching is "showing or helping someone to learn

how to do something, giving someone instructions, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand”.

SIMON SAYS GAME

Simon says is a game for 3 or more players where one player takes the role of “Simon” and issues instructions (usually physical actions such as “jump in the air” or “stick out your tongue”) to other players, which should only be followed if prefaced with the phrase “Simon says”.

Research Instrument

In collecting data, the researcher apply test. The kinds of the test are pre test and post test.

1. Pre-test

The researcher used pre-test to measure the result of student’s ability in listening skill at the first meeting. She did the pre-test before teaching learning. The pre-test is event on the first meeting which consist of the 10 questions about verb. The pre-test was given at the first activity before the researcher do teaching learning activities. It is done to see the ability of the students for experimental class before the researcher use the Simon says game.

2. Post-test

Post test was given at the last meeting. This test is done in order to evaluate the listening skill of students in English after being manipulated with Simon says game, after

the researcher do the teaching activity. The form of questions in post-test was same with pre-test consisted of the 10 questions too. The different is pre-test was given before treatment while post-test was given after treatment. Before researcher gave pre-test and post-test, she introduced the about verb.

In order to determine the scores, the researcher formulated the criteria that suggested by Arikunto (2009:272) as follow:

1. Excellent : 81-100
2. Good : 61-80
3. Sufficient : 41-60
4. Insufficient : 21-40
5. Bad : 0-20

a. Mean

Mean is average from divisi between sums of students' scoring a total number of respondent. The formula is:

$$M_x = \frac{\sum x}{N}$$

M_x : Mean

X : Number of Score

\sum : Sum or Add

a. Calculate t Test Score

To calculate the statistical significance of ratio observed, the research used this following formula shown by Arikunto Suharsimi (2014: 356)

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1+1}{Nx + Ny}\right)}}$$

In order to know how far can the improving student's listening comprehension by using peer assisted learning strategy and wether or not students can improving the student's listening comprehension by using peer assisted learning strategy, the researcher tabulates the score. The

researcher determine of the whole score obtained. In order to determine the score, the researcher will formulate the criteria that suggested by Arikunto (2014:354) as follow :

1. Excellent : 84 - 100
2. Good : 68 – 83
- 3.Sufficient : 52 – 67
4. Insufficient : 36 – 51
5. Bad : 0 - 35

- Determining mean controlled class score with the formula:

$$M_x = \frac{\sum d_x}{N} = \frac{365}{25} = 14,6$$

- Determining mean experimental class score with the formula:

$$M_y = \frac{\sum d_x}{N} = \frac{455}{25} = 18,2$$

- . Determining the deviation of controlled class:

$$\sum x^2 = \sum d_x^2 - \frac{(\sum d_x)^2}{N}$$

$$\sum x^2 = 6.725 - \frac{(365)^2}{25}$$

$$\sum x^2 = 6.725 - \frac{133225}{25}$$

$$\sum x^2 = 6.725 - 5,329$$

$$\sum x^2 = 6,719$$

- . Determining the deviation of experimental class:

$$\sum y^2 = \sum d_y^2 - \frac{(\sum d_y)^2}{N}$$

$$\sum y^2 = 13.625 - \frac{(455)^2}{25}$$

$$\sum y^2 = 13.625 - \frac{207025}{25}$$

$$\sum y^2 = 13.625 - 8,281$$

$$\sum y^2 = 13,616$$

Description of Data

This chapter comprises research finding and discussion which consist data analysis, which consist of finding and the result of the test. The researcher had gotten the following row scores, which were obtained by the students in experimental class. The whole score of pre-test and post-test conducted from test as follow:

Table 1. The scores 50 students of second years students of SMAN 1 SIMPANG Class

No	Controlled Class					Experimental Class				
	Subject initial	Pre-test (x_1)	Post-test (x_2)	Gain (d_x)	$(d_x)^2$	Subject initial	Pre-test (y_1)	Post-test (y_2)	Gain (d_y)	$(d_y)^2$
1	CI	75	85	10	100	MR	40	90	50	2500
2	MS	80	95	15	225	NF	60	100	40	1600
3	H	40	60	20	400	NA	30	90	60	3600
4	N	60	70	10	100	NH	50	70	20	400
5	PW	50	80	30	900	EM	30	60	30	900
6	SW	70	70	0	0	N	80	90	10	100
7	F	40	60	20	400	MF	90	100	10	100
8	RJ	50	80	30	900	MI	90	100	10	100
9	MA	30	50	20	400	I	90	100	10	100
10	N	40	50	10	100	PF	90	100	10	100
11	I	60	80	20	400	SM	70	80	10	100
12	IN	40	50	10	100	PB	70	90	20	400
13	FM	40	60	20	400	SH	70	80	10	100
14	M	100	100	0	0	RN	40	60	20	400
15	MK	60	80	20	400	FM	85	95	10	100
16	R	30	60	30	900	RN	70	85	15	225
17	YS	40	60	20	400	RM	70	80	10	100
18	MR	60	70	10	100	TU	100	100	0	0
20	NA	60	80	20	400	SU	80	100	20	400
21	AF	70	80	10	100	NU	20	30	10	100
22	NF	90	95	5	25	J	10	50	40	1600
23	RA	50	65	15	225	KA	80	90	10	100
24	MZ	60	75	15	225	DE	80	100	20	400
25	MH	100	100	0	0	HN	5	5	0	0

	Σ	1485	1.945	365	6.725	Σ	1590	2045	455	13.625
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The scores above shows that 50 students of second years students of SMAN 1 SIMPANG

TIGA got varieties scores, it showed the ability of the second years students in listening also varieties.

Afterwards, from the table above the researcher gets the calculation using that formula designed by Arikunto (2014:350) as follow:

a. Determining mean controlled class score with the formula:

$$M_x = \frac{\Sigma d_x}{N} = \frac{365}{25} = 14,6$$

b. Determining mean experimental class score with the formula:

$$M_y = \frac{\Sigma d_y}{N} = \frac{455}{25} = 18,2$$

c. Determining the deviation of controlled class:

$$\Sigma x^2 = \Sigma d_x^2 - \frac{(\Sigma d_x)^2}{N}$$

$$\Sigma x^2 = 6.725 - \frac{(365)^2}{25}$$

$$\Sigma x^2 = 6.725 - \frac{133225}{25}$$

$$\Sigma x^2 = 6.725 - 5,329$$

$$\Sigma x^2 = 6,719$$

d. Determining the deviation of experimental class:

$$\Sigma y^2 = \Sigma d_y^2 - \frac{(\Sigma d_y)^2}{N}$$

$$\Sigma y^2 = 13.625 - \frac{(455)^2}{25}$$

$$\Sigma y^2 = 13.625 - \frac{207025}{25}$$

$$\Sigma y^2 = 13.625 - 8,281$$

$$\Sigma y^2 = 13,616$$

3.2 Hypothesis testing

The Steps will be continued by calculating or comparing both the calculation results of the previous calculation result. It is obtained by mean and deviation score each class as follows:

$$M_x = 14,6 \quad \Sigma x^2 = 6,719$$

$$M_y = 18,2 \quad \Sigma y^2 = 13,616$$

the value of t-test obtained:

$$t = \frac{M_y - M_x}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{1 + 1}{N_x + N_y}\right)}}$$

$$t = \frac{18,2 - 14,6}{\sqrt{\left(\frac{6,719 + 13,616}{25 + 25 - 2}\right) \left(\frac{1 + 1}{25 + 25}\right)}}$$

$$t = \frac{18,2 - 14,6}{\sqrt{\frac{20,335}{48} \times \frac{2}{50}}}$$

$$t = \frac{3,6}{\sqrt{0,423 \times 0,05}}$$

$$t = \frac{3,6}{\sqrt{0,2115}}$$

$$t = \frac{3,6}{0,459}$$

$$t = 7,84$$

Based on significance level $\alpha = 0.05$ degrees of freedom $d.f = (N_x + N_y - 2) = (25 + 25 - 2) = 48$, then from the distribution list t with probability 0.95 and $df = 38$ to obtained by interpolation $t_{0,95(48)} = 2,68$. Hypothesis testing is done on a significant level level $\alpha = 0.05$ degrees of freedom $d.f = (N_x + N_y - 2) = (25 + 25 - 2) = 42$, with the odds $(1 - \alpha)$.

To test the hypothesis that the statistics used are the t-test, and for the formula that will be tested as follow:

$$H_a : \mu_1 > \mu_2$$

$$H_o : \mu_1 = \mu_2$$

It mean that sounds:

- H_a : There was a significance different between the students who are taught by using Simon says game in listening skill and who are do not taught with using Simon says game was accepted.
- H₀ : There was no significance different between the students who are taught by using Simon says game and who are not taught with Simon says game was rejected.

Based on the results above, it is obtained $t = 7,84$ and $t_{table} = 2,68$, so $t_0 > t_{table}$ ($7,84 > 2,68$). H_a is accepted with significant level $\alpha = 0,05$. It can be concluded that "THE USE OF SIMON SAYS GAME TO IMPROVE STUDENT'S LISTENING SKILL in SMAN 1 SIMPANG TIGA" was accepted and the null hypothesis (H₀) was rejected.

Discussion

After treating the research at SMAN 1 SIMPANG TIGA, the researcher could find the result of this study showed that the students listening skill was improved. During the treatment in experimental group by using Simon says game, the students gave positive response by showing their interest, anthusiasm and motivation. The use of Simon says game in experimental class gave good result compared to the control group. The students who were taught by using group discussion technique get higher score in post-test than the students who were not taught by using Simon says game.

Conclusion

After applying Simon says game at first year students' of SMAN 1 SIMPANG TIGA and according the result of any tests, could be summarized that "there was a significance different between the students who were taught by using Simon says game in improving student's listening skill and those who were taught by another technique". It means that using Simon says game in teaching listening is helpful, especially in improving student's listening skill. It can be shown from the result of pre-test and post-test in both class experimental class and control class. Based on the data analysis, in experimental class had the total score 2045, meanwhile, in the control class had the total score 1945. The mean score of experimental class was 18,2 and the mean score of control class was 14,6. It showed the mean of difference score of experimental class was higher than control class ($18,2 > 14,6$). While, the result of t_0 was 7,84. Because of that, t_0 higher than t_{table} ($7,84 < 2,68$). It means, H_a was accepted.

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