

**THE EFFECT OF SIMON SAYS GAME ON STUDENTS' SPEAKING ABILITY ON
2022/2023 OF ELEVENTH GRADE STUDENTS OF SMK
YPIS MAJU BINJAI**

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ABSTRACT

This study was conducted as an attempt to find out the effect of applying Simon Says Game on Students' speaking ability. This study used the experimental design. The population of this study is the students of SMK YPIS MAJU BINJAI . The sample of this study was the 2022/2023 eleventh grade students of SMK YPIS Maju Binjai. This study was conducted with two randomized groups namely experimental group and control group. The control group is taught by expository method while experimental group is taught by Simon Says Game. The instrument used in this study was game test. To obtain the reliability of the test, the researcher used t-test formula.. The data were analyzed by using t-test. The calculation shows that t-observed (4.9) is higher than t-table (1.672) at the level of significance (α) 0.05 with the degree of freedom (df) 58. Therefore, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that Simon Says Game significantly affect the students' speaking ability.

Key Words : Speaking ability, Simon Says Game

I. INTRODUCTION

Speaking is the process of communication with others. However, today's world requires that the goal of teaching speaking should improve student's communicative skill because students can share and express their idea to others. According to Nunan "Speaking is the productive / oral skill". It consists of producing systematic verbal utterances to convey meaning". Based on the statement above, speaking is say something what you feel and what you think to someone or anyone that you want.

The background of the study from this research is the importance of communication that can solve the problem or even for telling someone's feeling to others. It is expected that the can master English during the researcher was in the practice of teaching and learning. However, while the researcher found the problems which often became a habit in that school, such as, the students who were unconfident to begin speaking or even making communication each other with their friends and teachers by using English to communicate in English lesson.

The are some problems found during the practice of teaching and learning. So, those conditions made the communication among teachers and students became misscommunication about the subjects who were given by the teacher, and as the result of it, only a little bit of students who were understanding and able to understand the English lesson who were taught by their English teacher.

Many teachers were inactive enough in teaching speaking, so the students became passive in English subject dominantly. While, we knew that in learning a language should be learnt actively and consistently that can rise students interest and attaction. The relationship among teachers and students would be more communicative and expressive.

We knew that Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second

language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Problem's division such as the students are very hard to speak because they mostly less ideas to express. So, the teachers have to find out a special teaching strategy to facility the students to solve their problems. Based on this statement, According to Anderson in his book wrote that "Simon says is popular game played around the world". It means that most of people have known of Simon says game.

To develop the students' achievement in speaking ability. Simon Says game became alternative strategy to be used in teaching speaking. Many people felt that speaking in a new language was harder than reading, writing or listening. The teacher could motivate the students to speak based on the Simon Says game that they had learnt.

Simon Says game gives the students an opportunity to speak English at length. Simon Says game also help develop oral language proficiency as well as reading comprehension.

Teaching is the specific act of one who knows the answer telling or explaining the answer to those who don't know it. It means that to reach the goal of teaching English as Foreign Languages there are many ways which are suitable with that condition. The teacher should motivate, guide, and create a good condition of the class. In condition, the teacher should give students the chance to present their utterances by their language.

The approach can be interpret as a starting point or a point of view of the learning process. The term refers to a view about the approach that makes process are still very common. According to Richard and Rodgers, "Approach is theories about the nature of language and language learning that served as the source of practices and principles in language teaching".

Brown “Approach: Theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.”

Jeremy Harmer “An approach describes how language is used and how its constituent parts interlock – in other words it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.”

“Strategic competence is the way learners manipulate language in order to meet communicate goals” (Brown). With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

According to Richard and Rodgers, “Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.” When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe.

Richards and Rodgers said that “Technique is an implementation which actually takes place in classroom”. In other words in language learning technique is an explicit procedure or strategy to accomplish a particular learning objective or set of objectives. It means that technique is a strategy to make the teaching learning process can run well.

Brown said that “Technique is the specific activities manifested in the classroom that are consistent with a method and therefore were harmony with an approach as well.”

Hadfield sum-up ‘games’ as activities with rules, a goal and an element of fun. He

added that there are basically two kinds of games; competitive and cooperative. Competitive games are those in which the players or teams race to be the first to reach goal. Meanwhile, in cooperative games, there are players or teams who work together towards a common goal.

Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator sports/games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong, solitaire, or some video games).

Carrier (in Sanchez) points out that games are very useful in a class because they provide an opportunity for students to use their language in a less formal situation, without the pressure of speaking in perfect form, but with the enthusiasm for winning the game, as well as practicing the language.

Games can be beneficial for the students especially when the class becomes boring and the students have been tired of serious discussions. So that a game gives fun and relax, and enjoy for students can get have fun when they are learning.

Games add variation to lesson and increase motivation by providing plausible incentive to use the target language. Games can provide this stimulus. The game context makes the foreign language immediately useful to the students.

Based on the above explanation, those games are very essential in teaching speaking and students express their language. Games encourage, entertain, teach and promote fluency. Games can increase and support to practice language. The students who practice speaking activity with games feel more motivated and interest in what they are doing. So, the use of games during the lesson must have motivated students to work more speaking with their friends.

The objective of games must be clear that the students know what they expect to do in the activities. Sometimes the teacher use a strategy in playing games in order to make them more interesting.

According to Anderson in his book wrote that “Simon says is popular game played around the world”. It means that most of people have known of Simon says game.

Talking about the role of Simon says, a teacher or student stand 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 state 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 then to do one action while showing a different one. 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.

One person is chosen to be Simon. Simon stand in front of the group and say a direction out loud while doing an action. Each person in group must do what Simon says. This can be tricky as Simon will sometimes do one thing while saying another.

Steps:

- a) Have students write four or five commands they have learned in class down in a notebook (i.e. touch your nose, clap your hands, count to five, etc.).
- b) Explain that when you say “Simon says touch your nose” they must touch their nose, when you say “Simon says clap your hands” they must clap their hands, any student who does not do as they are told is ‘out’ of the game.
- c) However if you give an instruction without saying “Simon says...” the students should not do it. For example,

if you say “Touch your head” students should not do it. Any student who does the action is ‘out’. Students should only do the action when you say “Simon says ...”

- d) The winner of the game is the last student when all others are ‘out’.
- e) Students can also play this game by themselves in small groups, with one of the students being ‘Simon’.

Advantages of teaching Simon Says Game

- a. It can be used to change the pace of lesson and to maintain motivation.
- b. It can encourage students to interact and communication.
- c. It can increase students vocabulary and speaking ability.
- d. Games bring in relation and fun for students, thus help them learn and retain new words more easily.
- e. Games usually involve friendly competition and they keep learners interested

Disadvantages of teaching Simon Says Game

- a. Classroom atmosphere is crowd and boisterous, because students more active when they learning English with Simon Says Game.
- b. Requires considerable time
- c. Potential students overactive, students can be more over so make the teaching and learning process don’t going well.
- d. Potential interactions of students and teachers who are less conducive.

Teaching Speaking Through Simon Says Game

Sometimes the students feel bored in studying English. Especially they don’t want to speak English. To increase the students’ achievement in speaking, teaching speaking through Simon Says Game can attract the students’ achievement in speaking. With the steps one person plays the game of “Simon”, and

he or she stand facing the crowd. Simon explains the rules.”I am Simon. I will give you instructions to do various action, and you must imitate my action. I will instruct you to do various thing by saying “Simon says”. do something, where something is an action like touching your head, waving your hand, and so on. If you do something without me saying “Simon Says”, then you are eliminated for that round.

Simon (game facilitator) then precept to say variant command (while demonstrating the action) sometimes beginning them with Simon Says, and other time not.

These command can include the following:

- a. Pat your head
- b. Smile
- c. Wave hello
- d. Clap your hand
- e. Touch your toes
- f. Turn around
- g. Shake your head

So in this case, researcher use this step to teach speaking for students in the classroom through Simon Says Game, it is implemented because more fun and interesting to Senior High school. They can express their expression of giving instruction and able to increase their speaking ability.

According to Harris there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

2. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton that students’ ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Grammar was the description of the structure of a language and the way in which linguistic units such as words and phrases and combined to produce sentence in the language. Most of foreign learners were afraid to speak up whenever they do not know about the grammar.

3. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners form learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

4. Pronunciation

Pronunciation is the way for students’ to produce clearer language when they speak. Standard pronunciation is demanded in speaking ability. It means that a good speaker must have a good pronunciation. The researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5. Fluency

Fluency is also helped by having students say phrases and sentence as quickly as possible, starting slowly and then speeding up.

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

A fluency speaker could keep going both when interacting with other speakers and when monologue. Fluency is derived as the ability of an individual to speak without undue hesitation.

II. RESEARCH METHODOLOGY

The study was conducted at SMK YPIS Maju, Binjai. Jl. T.Amir Hamzah KM 26.5 No. 638 Binjai. The research is conducted during the academic year 2022/2023.

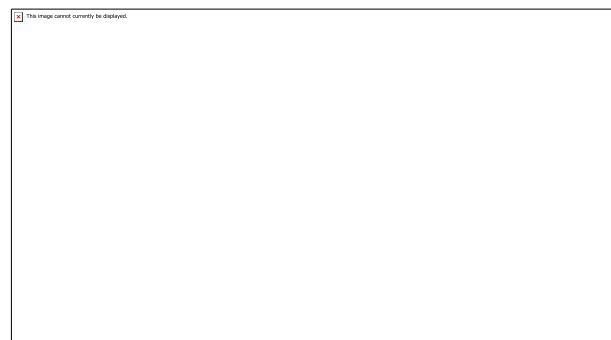
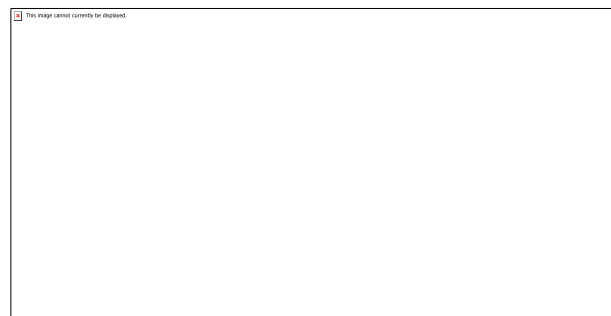
Arikunto says “that population is the whole subject of research”. A researcher may decide use some or all of the subjects to be research. The population of this research was in 2022/2023 second grade SMK YPIS Maju, Binjai. Jl. T. Amir Hamzah KM 26.5 No.638 with total students 111 were divided V classes (XI 1-5). Class TKJ consists of 30 students and class RPL consists of 30 students, so the total of sample were 60 students.

Based on Arikunto’s ideas about sample the sample is part or representative of the population studied. Sample is a procedure of taking the data, where only a part of population would be taken and used to determine the characteristic from the population. The researcher used cluster random sampling. Cluster random sampling was the method of responden determining to be sample based on the certain classes which was chosen by random class. By making Sample was cluster random sampling, so the chosen class were TKJ and RPL .

The researcher is conducted as an experimental research, which consist of two groups name experimental group and control group. The experimental group is taught by applying Simon Says Game. Meanwhile the control group was taught by using conventional learning here as the Expository method.

The instrument of this research, the researcher gives oral test. The students are asked to make a group with their friends based on the topic about Expressing Giving Instruction that they made and after that the students practiced in front of the class. Funochiaro and Sako stated that there were four components to evaluate the test

The four Components to Evaluate Speaking Achievement



Technique for Collecting Data

The data of this study is collected by using the oral test and observation. To collect the data of the research, it is used pre-test and post test which are given to the experimental group and control group.

1. Pre-Test

The pre-test was given to the class before give the treatment. The pre-test was given to the class and their work was scored. The result of pre-test was considered as the primarily the data. The same test was given to both sample, experimental and control class in the first meeting to collect the pre-test score.

Experimental and control group was taught by the same materials but in different way in teaching. Treatment gives to both experimental and control group. The experimental group was taught by applying Simon Says Game, while the control group was taught by using the Expository method.

After the treatment, researcher give a post test to the students. The post test function to investigate whether the treatment gives effect on the students' speaking ability by applying Simon Says Game. In the experiment and control group, a post test means to investigate the differences scores of both experiment and control group before and after treatment.

III. RESEARCH FINDING

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. The students in experimental group were taught by applying Simon Says Game while the students in the control group were taught Expository Method. The population of this research was the eleventh grade of SMK YPIS Maju Binjai. Since all classes are homogeny, the sample was taken randomly. XI-TKJ was decided as an experimental group and class XI-RPL was decided as a control group. The research was conducted during three weeks. The treatment was given to the experimental group in three meetings after administering the pre-test. Indeed, the students in experimental group had better speaking achievement than those in control group. After administering the treatment, the post-test was done to both groups to measure the students' achievement in speaking ability.

This research applied an objective test called speaking ability test. The students' speaking ability test was scored by calculating the four component scale (vocabulary, accuracy, pronunciation, and fluency). After conducting the research, the researcher got the data of the students' scores in pre-test and post-test from both experimental and control group.

Data Analysis

1. Analyzing the Data Using T-test Formula

To find out whether the applying of Simon Says Game had a significant effect on the senior high school students' speaking achievement, the result of the test was calculated by using t-test formula.

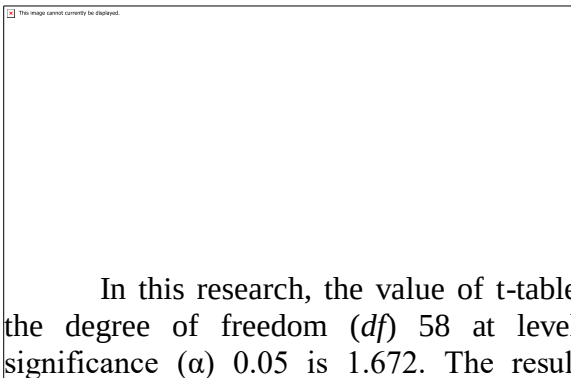
The calculation shows that:



2. Post-test

- The Score of Pre – test of Experimental Group
Low : 57
High : 79
- The Scores of Post-test of the Experimental Group
Low : 75
High : 87
- The Score of Pre – test of Control Group
Low : 55
High : 66
- The Scores of Post-test of the Control Group
Low : 65
High : 76

Based on the data in appendix 7, it showed that the students' achievement in speaking ability by using Simon Says Game in experimental class was higher than the students in controlled class without English comic strips. It was also described by the figure of chart below:



In this research, the value of t-table for the degree of freedom (df) 58 at level of significance (α) 0.05 is 1.672. The result of computing t-test shows that the value of t-test is higher than the value of t-table as follows.

Based on the calculation of the data, the critical value or t-observed (t_0) is higher than the value of t-table ($t_0 = 4.9 > t_t = 1.672$). It means that the alternative hypothesis is accepted. In other words, using Simon Says Game significantly approach on Students' speaking ability of 2022/2023 eleventh year students' of SMK YPIS Maju Binjai.

There was a significant difference on the students speaking ability between the students were taught by using Simon Says Game and that students were taught by Expository method. The students' speaking ability were taught by using

Simon Says Game is higher than those students were taught by using Expository method.

So by using Simon Says Game can be used to change the pace of lesson and to maintain motivation, it can encourage students to interact and communication, it can increase students vocabulary and speaking ability and the games bring in relation and fun for students, thus help them learn and retain new words more easily.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, the researcher concludes that there is a significant effect of applying Simon Says Game approach on senior high school students' speaking achievement by applying Simon Says Game approach is higher that taught without applying Simon Says Game approach.

Therefore, the alternative hypothesis is accepted and null hypothesis is rejected. It was proven statistically with $t\text{-observed} > t\text{-table}$ $4.9 > 1.672$; $df = 58$, $\alpha = 0.05$

B. Suggestions

Based on the conclusions above, the results of the findings contribute some valuable suggestions for those who are interested in teaching speaking as follows:

1. For the students, to use Simon Says Game approach while speaking in the class so they can speaking ability easily.
2. For the teachers, to apply Simon Says Game approach so that they can improve their students' achievement in speaking ability, and
3. For all the readers, may this research bring them into good understanding how to improve the students' speaking ability by applying Simon Says Game approach.

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