

THE EFFECTIVENESS OF SIMON SAYS GAME TO IMPROVE STUDENTS VOCABULARY MASTERY IN LEARNING ENGLISH

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Abstract. *This research was conducted based on the problems found in the learning process about vocabulary. To understand language well, speak better, or good writing requires a good vocabulary to be successful in any of these areas. Teachers must be good at choosing methods or techniques in learning to be used in teaching, not all methods or techniques can be used, because learning methods are real forms in the form of steps for implementing a lesson in order to achieve learning goals. In this research to teach vocabulary, the researcher choose to use a game. Game is an activity that can help the process of learning and creating students are more active in learning because they feel happy and relaxed in learning. The purpose of this research is to find out whether the Simon Says game is effective or not for use in learning, especially vocabulary. Because what we are going to examine now is the effectiveness of the Simon Says game in increasing student vocabulary. The method used in this research is descriptive qualitative research. Which aims to describe or give an idea of how effective the Simon Says game is for students vocabulary in learning process. The researcher gave vocabulary from descriptive text material and asked students to memorize it. Then the vocabulary will be played in the Simon Says game. The results of this study indicate that the Simon Says game is very effective for teaching vocabulary. Because judging from the many changes after several meetings with students and playing this Simon Says game for learning.*

Keywords: *Effectiveness, Vocabulary, Simon Says Game*

Abstrak. Penelitian ini dilakukan berdasarkan permasalahan yang ditemukan dalam proses pembelajaran tentang kosa kata. Untuk memahami bahasa dengan baik, berbicara dengan lebih baik, atau menulis yang baik membutuhkan kosa kata yang baik untuk menjadi sukses di salah satu bidang ini. Guru harus pandai memilih metode atau teknik dalam pembelajaran yang akan digunakan dalam mengajar, tidak semua metode atau teknik dapat digunakan, karena metode pembelajaran merupakan bentuk nyata berupa langkah-langkah pelaksanaan suatu pembelajaran guna mencapai tujuan pembelajaran. Dalam penelitian ini untuk mengajarkan kosa kata, peneliti memilih untuk menggunakan

Received November 30, 2022; Revised Desember 20, 2022; Januari 15, 2023

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permainan. Permainan merupakan kegiatan yang dapat membantu proses pembelajaran dan membuat siswa lebih giat dalam belajar karena merasa senang dan santai dalam belajar. Tujuan dari penelitian ini adalah untuk mengetahui apakah permainan Simon Says efektif atau tidak untuk digunakan dalam pembelajaran khususnya kosa kata. Karena yang akan kita kaji sekarang adalah keefektifan permainan Simon Says dalam meningkatkan kosa kata siswa. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif deskriptif. Yang bertujuan untuk mendeskripsikan atau memberikan gambaran seberapa efektif permainan Simon Says bagi kosa kata siswa dalam proses pembelajaran. Peneliti memberikan kosa kata dari materi teks deskriptif dan meminta siswa untuk menghafalkannya. Kemudian kosakata tersebut akan dimainkan dalam permainan Simon Says. Hasil penelitian ini menunjukkan bahwa permainan Simon Says sangat efektif untuk mengajarkan kosa kata. Karena dilihat dari banyaknya perubahan setelah beberapa pertemuan dengan siswa dan bermain game Simon Says ini untuk pembelajaran.

Kata kunci: Efektifitas, Permainan Simon Says, Kosa Kata

INTRODUCTION

Language is an important tool for human communication. People can understand each other better if they speak the same language. No one knows how many languages are spoken around the world because each country has it's own national language, as well as thousands of dialects. In today's era, every country must not only speak it's own language, but also understand foreign languages.

As many other language, in English language, there are four language skills, they are; listening, reading, speaking and writing. In addition, there also language components such as grammar, pronunciation and vocabulary that can't be separated from those four main skills. Among all of the language skills, the researcher focused on vocabulary.

One of the basic language components of English is vocabulary that must be taught to the learners. According to (Satuna & Wardani, n.d.) the most important of learning English fluently is mastering the vocabulary. By having a lot of vocabularies, we can improve our English. As vocabulary building is very important in any language learning not only because it has a close correlation with the intellectual maturity of the learners but also the fact that it helps a great deal in improvement of the four language skills of the students.

(Fachrozi et al., 2021) vocabulary is the number of words people recognize and use in their language activities, a collection of words and meaning to communicate with others is a central part of the language.

In other words, vocabulary is very important in learning a language especially English. However, in reality what I encountered was, vocabulary became one of the problems for students. Students are lazy to open a dictionary when they don't know the meaning in English, they lack interest in reading, difficulties in understanding the meaning of words, the students could not spell the words correctly, and the students could not use it and unawareness the reference well. Therefore, this problem in vocabulary must be solved because this will make it difficult for students while learning English.

(Nugroho & Suprpto, 2017) vocabulary is a list of words in a language that is used by the individual speaker to convey the meaning or to express what the speaker wants to say. Many techniques can be used in teaching vocabulary, but not all techniques can be used. A teacher must be good at choosing which technique is suitable to be used in teaching vocabulary so that he can make the student active in learning vocabulary. One technique that can be used in teaching vocabulary is a game. The game is a technique that can help and encourage many learners to maintain their interest in learning.

(Davidovich et al., 2004) state that playing game while learning will acquaint the students more with their environment. The use of games in class will increase students' interest in their learning process, because it can provide them with fun situations and they can get difficult words easily and fun.

Crookal as cited in (Davidovich et al., 2004) claim that game can increase positive feeling and reduce anxiety as well as build learners' self-confidence, because learners are not worried of getting a punishment or criticism when they make mistakes. Games also help the teacher to know which language is useful and meaningful for the learners. According to (Kumar & Lightner, 2007) students can practice by using discipline vocabulary in playing the game.

The researcher explains several previous studies on the effectiveness of learning vocabulary by using games to avoid repeating similar studies. The first previous research was about 'The use of Simon Says Game to improve students vocabulary mastery'. This research method was pre-experimental research in from of One-group pretest-posttest

design. Used a pre-test by giving 20 multiple choice questions and a matching test about nouns and verbs. to find out about the vocabulary of students.

After giving the pre-test the researcher did the treatment by playing the Simon Says game. After that the researcher also gave a post-test to find out how successful the treatment that had been given to students was. There are 20 multiple choice questions and 20 matching test questions.

The second previous study was done by Purnama entitled 'Improving Students' Vocabulary Mastery by Using Mime Games'. This research method is Classroom Action Research, namely when there are problems that arise in the teaching and learning process. The application of Mime Game increases students' vocabulary, begins to show interest in answering questions, and is enthusiastic when guessing action words (Purnama et al., n.d.)

The third previous study was done by Yanuri entitled 'The use of Blindfold Game to Improve The Vocabulary Mastery. This research method Classroom Action Research (Stkip et al., 2016) found that, blindfold game can improve the students vocabulary mastery. Not only their vocabulary mastery, but also developing their enthusiasm and motivation in teaching and learning process.

Based on the previous findings above, it can be seen that those previous studies were different from what the researcher did. The general purpose of this research was to improve the students' vocabulary by using Simon says game. And to find out whether this game is good and improved for vocabulary learning media or not. Yanuri and Purnama's research is the same as the research that I am doing, they both want to improve student Vocabulary by using games, but to increase student vocabulary we use different games.

RESEARCH METHOD

The method used in this research is descriptive qualitative research. Which aims to describe or give an idea of how effective the Simon Says game is for students vocabulary.

The technique used in this study is to find out whether the Simon Says game is effective or not, namely by the researcher playing the game with students after the researcher has carried out learning with Descriptive Text material

RESULT AND DISCUSSION

Result

In this study, researchers taught Descriptive Text. In the first meeting students were asked to think of an item that they thought could be described, after that they wrote down all the criteria or they described the item without mentioning the name of the object. When researchers can guess what picture they are describing, it means they understand what context Descriptive Text is. In the next meeting the researcher asked the students to translate all the objects they wrote into English, then asked them to memorize them before starting the Simon Says game.

After they interpreted the things they wrote at the meeting yesterday in English, then the researcher started to play the Simon Says game. The researcher started by explaining how to play Simon Says by giving one example, namely 'book'. When the researcher says 'Simon says, touch your book', it means that students have to hold their own books. Simon Says game is a game that use instruction that given to students.

This game was played by instruct students to touch the things as what instructed (Nasution, 2021). When the researchers didn't say 'Simon says' just said 'touch your book' and they kept their hands on their books. Means that this is where they will get the punishment. After all students understand the rules of this Simon Says game, then the researcher plays it.

Discussion

After the researcher played this Simon Says game with the students for several meetings, here the researcher saw the progress of the students. Some of the developments that appear to students. First, it can be seen that students are very enthusiastic about playing this game, students look very active and listen carefully to what object commands to hold next.

According to (Holmes, 2004) said that, Simon says game is a game that children like to play, but it's an effective language learning exercise because it is based on

speaking and listening and carrying out actions based on simple sentences. The second improvement after playing the Simon Says game was seen by the researcher, that's when the researcher entered the next meeting but the researcher taught new material, on the sidelines the researcher taught and when he saw that the students were getting bored.

The students started to not focus and moreover the students even fell asleep. The researcher will suddenly say 'Simon says, stand up'. When students were paying attention they would very quickly respond and then stand up. But not with other students. It can be seen that what the theory says that games are an effective way to encourage students to be more active in the teaching and learning process with what the researchers found was in line.

Not only increasing vocabulary, the Simon Says game can also increase student participation in learning. This is according to (Puspita, Winda; Ikhsanudin, Ikhsanudin, Rosnija, 2018) Simon says game can increase students participation. Because according to her students can give and act out instructions well.

CONCLUSION

Based on the research findings, it can be concluded that students' vocabulary increases after learning using the Simon Says game. The results of the study showed that teaching using the Simon Says game can develop students' vocabulary. This technique not only increases students' vocabulary, but also increases students' participation and interest in the learning process. This can be seen from several meetings after the Simon Says game was played at the first meeting, only a few students were enthusiastic about learning vocabulary using the Simon Says game technique. At the next meeting, almost all students took part in the Simon Says game because they were interested in seeing their friends learn while playing, some students began to participate enthusiastically.

Second, after several meetings, students have started to master vocabulary slowly. This can be seen when the researcher and students are in the learning process, and the researcher mentions one object to students randomly, when they pay close attention they will answer according to orders. This shows that the game Simon Says proved successful in teaching vocabulary.

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