THE EFFECT OF SIMON SAYS GAME METHOD ON THE LISTENING ABILITY FOR THE EIGHTH GRADE STUDENTS OF MTSS AL-WASHLIYAH SERBELAWAN

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ABSTRACT

This research entitled The Effect of Simon Says Game Method on the Listening Ability for the Eighth Grade Students of MTSS Al-Washliyah Serbelawan. It concered with the problem: Does Simon Says Game Method effect on the listening ability for the eighth grade students of MTSS Al-Washliyah Serbelawan?. To answer the research, some theories are used : (Arikunto, 2014), (Cresswell, 2008), (Nation & Newton, 2009), (Nunan, 2003), (Sudijono, 2017), (Sugiyono, 2013), (Tyagi, 2013) and (Wright, 2006). This research is design into quantitative method by following pre-experimental design of one group pre-test and post-test design. The population is 31 students and the sample is taken by saturated sampling. The instrument is essay test. The data analysis is started from scoring the students' answer sheets, tabulating students' pre-test and post-test scores, classifying the students' listening ability, calculating mean pre-test and post-test, calculating the standard deviation, calculating mean difference and testing hypothesis. Based on the data analysis, it was found that before the treatment od Simon Says Game method, the students' listening is low since the mean pre-test is 26,45 and low level is dominated. After the treatment, the student's listening is improved since the mean post-test is 79,03 and good level has been dominated. After analyzing the data, it is calculated that Simon Says Game method effects students' listening ability for the eighth grade MTSS Al-Washliyah Serbelawan by contributing significant effect value about 52,58. So it is suggested that Simon Says Game effect on the listening ability fot the eighth grade students of MTSS Al -Washliyah Serbelawan in academic year 2021/2022 and should use appropriate method in improving students' listening ability method.
Keywords: Listening Ability, Effect, Simon Says Game

INTRODUCTION
The Background of Research
Language is an important part in human life, human and language can not separate because it is what they use to interact, what they want to do and support their activities to communicate. People use it to express their ideas and thought, they also use the language to teach people so that wherever they are, language always accompanies them.There are some more countries that used English as a foreign language such as Indonesian. Although there are many kinds of languages in this world, all of the people from over the world can communicate with each other by using English because it is an international language used among them to communicate. As many things involve English, everyone tries to learn it especially for the needs of global communication.

English as foreign language has four skills. They are listening, speaking,reading, and writing. International language is English, so very important to study English language well. In other word, English takes an important role in communication as a medium to communicate with other in various countries. Therefore, people should understand and master English to get broader knowledge and information (Fatmawati, 2020). Teaching is an activity to transfer information, knowledge, skills, attitudes and ideas from teacher to students (Sipayung, 2018).

Listening is an important aspect of language learning due to the fact it can increase students' understanding in language. Listening skill developed in the very beginning of a child's learning of language. Junior high school students face some problem on listenings' comprehension, students feel that many unfamiliar words they heard, so that they can not get the point of contents' what the speaker says. Another problem in listening in the class is the level of students' concentration, because they often get pressure or feel nervous. Every teacher wants their students easier to learn listening skill and

feel excited to learn listening skill. To attain the fun learning in listening, there are many fun learning s to teach listening. One of fun learning method to learnlistening skill is with a game.

A game is an important part of the learning process. By using games the teacher can encourage the students to learn effectively. One of the fun game for learning listening is Simon Says Game. 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. Usually, some teachers and writers use Simon Says Game to teach vocabulary, speaking and listening.

Based on the statements above, the writer concluded that game can be applied in teaching listening because games are fun and motivating students in learning. The writer wants to use Simon says game as a research, because the writer wants to see and know the effect of simon says game on the listening ability of students in class VIII MTSS Al - Washliyah Serbelawan. Therefore, the writer is interested in taking the title "THE EFFECT OF SIMON SAYS GAME METHOD ON THE LISTENING ABILITY FOR THE EIGHTH GRADE STUDENTS OF MTSS AL - WASHLIYAH SERBELAWAN.

The Problem of Research

There was a research question that prepared by the writer based on the previous: "Does Simon says game method effect on the listening ability for the eighth grade students of MTSS Al-Washliyah Serbelawan?"

The Objective of Research

The objective of this research is to know whether Simon says game method effect on the listening ability for the eighth students of MTSS Al - Washliyah Serbelawan.

LITERATURE REVIEW

The Definition of Listening

(Nunan, 2003) said that listening is an active, purposeful process of making sense of what we hear. listening is the process of reading the sound heard from the phoneme to the text completely. Listening skills mean the skills to understand the meaning of what had heard. In responding to what is said or asked, the listening process will help students.

(Tyagi, 2013) said that listening skill is a key to receive messages effectively. The effectiveness can be seen from the combination of hearing what someone says and phsychological involvement with the person who is talking.

(Sandyadenta, 2021) Listening is a process where the spoken language is convered into meaning in mind not only heard, but also an additional dimension of understanding, paying overt attention, analyzing and evaluating the spoken message. Listening is something that is an active skill process. Because when someone is listening, the listener must simultaneously integrate both linguistic skills and nonlinguistic skills.

Listening is a skill that responds to spoken language more than it produces written language. it is very useful in habitual action.

From the definition above, listening is the ability to hear and understand the meaning of a person's voice. Listening is not just hearing, but also the process of understanding the meaning of what other people say.

The Types of Listening

While (Nation & Newton, 2009) said that we can distinguish two broad types of listening:

1. One-way listening—typically associated with the transfer of information (transactional listening).
2. Two-way listening—typically associated with maintaining social relations (interactional listening).

The Process of Listening

Ordinary people will usually do the following three processes in listening, namely the listener feels the sound, the listener translates the sound he feels, then the listener recognizes it as a particular form of language and the listener interprets the form he recognizes, this time understanding the meaning through its forms.

(Nation & Newton, 2009) said that some listening processes as follow:

1. Bottom-up Processes

These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory - phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2. Top - down Processes

Top - down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.

The Difficult of Listening

Azmi Bingol,et al in (Gilakjani & Sabouri, 2016) said thatthere are some difficulties that learners may encounter in the listening. Some of these problems are as follow:

1. Quality of Recorded Materials

In some case, teachers use some recorded materials that do not have high qualities.

2. Culture Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding.

3. Unfamiliar Accent

Unfamiliar accents both native and non-native can cause serious problem in listening and familiarity with an accent help learner' listening.

4. Unfamiliar Vocabulary

When listening texts contain known word it would be very easy for student. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

5. Length and Speed of Listening

The level of students can have a significant role when they listen to long part and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening task.

The Definition of Game

(Wright, et.al, 2006) game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

(Hadfield, 2003) states that a game is an activity which consists of rules, a goal, and an element of fun. By using games, teachers can use any stage of lesson to the target of teaching learning process of English because games serve a memory aid and a repetition drill, a chance to use language freely, and a means to teach language.

(Fatmawati, 2020) game is an activity that can help a teacher in the leaning process and make students more active because they feel enjoyable and relaxed in learning.

Based on the explanation above, the writer concluded that, game is an activity that can help a teacher in the leaning process. By using game method, students can increase their learning motivation and the learning process feel more varied,enjoyable and not bored.

The Types of Game

There are games that can be used in teaching listening, They are simon says game and whisper game.

a. Simon Says Game

Hirvonen ,et al Simon Says is the old game in which the teacher or Simon, give a command to people to do some actions. It means that all of the students must imitiate the leader action.

b. Whisper Game

Marsland states that Chinese Whisper game is an old party game that is well suited.

The Definition of Simon Says Game

(Anggraini, 2020) 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.

(Puspita, 2018) Simon says game was able to improve students participation. Simon Says Game is one of the popular action games played in the active listening classroom. One player takes the role of "Simon" and issues instructions to the other players, which must act out the movements if it is preceded by the phrase "Simon says".

(Wright, et. Al, 2006) Simon says game is an instuctions that they should do, they must do, but anything said without Simon's name should not be obeyed.

Based on the definition above the writer conclude that, Simon says game is a game that requires two language skills, listening and speaking. One person acts as Simon speaking by saying the instructions and the other person will listen to the instructions.

The Steps of Simon Says game

Simon says game is game for three or more players where one player acts as 'Simon' and issues instructions to other players. Instructions can only be carried out by other if 'Simon says' is stated at the beginning of the instruction, for example if the instruction is like 'Simon says sit down', the player will be eliminated from the game

The use of Simon Says game in learning process, have a procedure. (Wright et. Al, 2006) the procedure of Simon says game :

1. Anything Simon says that the learner should do, they must do exactly, but anything said without Simon's name should not be obeyed. For example: Teacher : Simon says, stand up! (all the learner stand up), Simon says, sit down! (all the learners sit down), stand up! (the learners should remain seated because the order wasn't given by Simon.
2. The usual rules require a player to drop out the game if he or she does the action when the order was not preceded by Simon says. However, these are the learners who need most practice in listening, so ask them to continue playing but to remember how many mistakes they made and to try to do better next time.
3. Once the game is familiar, invite learner to take over the role of Simon.(i.e. your role) either with the class as a whole or in pair work.

The Advantages of Simon Says Game

Simon says game has advantages in learning, especially in learning listening. Simon Says Game makes them easy to practice Listening in a fun way. This game makes more attractive and makes class' atmospheres be active (Anggraini, 2020).

The Disadvantages of Simon Says game

Simon says game also has disadvantages. This game make them tired to run for trying to reach the things first as fast as possible than the (Anggraini, 2020). And also much spent of time.

THE RESEARCH OF METHOD

The Research Design

Considering the purposes of the research and the nature of the problem this research is quantitative research. In quantitative research, describing a trend means that research problem can be answered by a study in which the writer seeks to establish the overall tendency of respons from individuals and to note how this tendency varies among people (Cresswell, 2008).

This research used an experimental research design. Experimental research is the traditional approach to conducting quantitative research. (Creswell, 2008). Experimental research is a method study to look for influence certain treatment of others under uncontrollable conditions (Sugiyono, 2013).

This research will used pre-experimental design of one group pre-test and post-test design. It is an experimental design which is the treatment result can be known more accurate, because it can compare with the condition before being treated. The following shows the design of this research :

Table 1
Pre-experimental : one group pre-test and post-test design.

O_1	X	O_2

Source: Arikunto (2014)

Where :

O_1 : The result of pre-test
X : Treatment
O_2 : The result of post-test

The Population of Research

(Sugiyono, 2013) said that the population is a generalization area consisting of : object/subject that have certain qualitaties and characteristics determined by the writer to be studied and then drawn conclusions.

There are 31 students of the eighth grade of MTSS Al - Washliyah Serbelawan. The reason why the writer choose the eighth grade students as the population for this research because of the writer took the data related to the lesson plan of the eighth grade students.

The Sample of Research

(Sugiyono, 2013) argued that the sample is part of the number and characteristics by that population. (Arikunto, 2014) said that if the population less than 100, it is better to take all the population. And if the population more than 100, it can be taken between 10-15%, 20-25%. The writer concluded that the sample is a small unit of individual that exactly include in research. So the writer use all the students in class VIII with 31 students as the sample of research.

The Data

The data of this research is the students' scores from the listening test. The listening test if formed into essays with 10 items.

The Source of Data

The data was taken from the students at grade VIII MTSS Al - Washliyh Serbelawan in academic year 2021/2022. The listening test is taken from internet.

The Instrument of Collecting Data

Instrument is a device the writer uses to collect data. In this research the test was used as an instrument. From the test, writer knew about student's ability. Besides, the test used as means to motivate students to learn or review specific material. Through the test, the writer does not only motivate and measure the student's ability, but also improve the lesson teaching learning process. So in this study, the writer took the tests from Simon Says game. The tests were given in the form of pre-test and post test. There are 10 essays in this test. Before students receive a treatment, they will be given a test called a pre-test. Conducted pre-test is aimed to see the student's ability in listening ability. While the test given to students after they have received treatment is called a post test. Pre-test and post-test are built into essays with the same items. The test consist of 10 items. It is about 'giving instruction' by using audio.

1. Pre-test

   Pre-test is gives to the students before they get a treatment. Pre-Test is a measure or test given to a subject before being given experimental treatment. There were 10 items in this test. Students got score 100 if they can answer all questions correctly.

2. Treatment

   After pre-test, the witer gave the treatment. The witer used Simon Says game in learning process.

3. Post-test

   A post-test is given to the post-test group, because the design is one group pre-test and post-test. Post-test is a measure taken after the experimental treatment has been applied. The content of post test is different with pre test. There were 10 items in this test. Students got score 100if they can answer all questions correctly.

RESEARCH FINDING AND DISCUSSION

Data Anlysis

The data of this research focuses on the use of Simon Says Game on the students' listening ability at grade VIII MTSS Al-Washliyah Serbelawan. The data are the students' scores from the listening test.

The data analysis consists of pre-test and post-test data. The pre-test data is obtained before the treatment of teaching students listening ability by using Simon Says Game which function to know their basic listening, while the post-test data is gotten after the teaching students listening ability by using Simon Says Game which functions to know the effect of Simon Says Game on the students' listening ability.

The analysis of the data is started from scoring the students' answer sheets, tabulating students' pre-test and post - test scores, classifiying the students' listening ability, calculating mean pre-test and post-test scores, calculating the standard deviation, calculating mean difference and testing hypothesis.

It found that before the treatment of Simon Says Game, the total score of pre-test is 820.It is also found that there are 13 (41,93%) students who get Very Low level. Students who get Low level consist of 16 (51,61%) and students who get Enough level consist of 2 (6,45%) students.

Based on the level of pre-test scores, it is concluded that the level of listening achievement of students at grade VIII MTSS Al-Washliyah Serbelawan in listening ability is still low since the Low level is dominated.

Based on table, it found that after the treatment of Simon Says Game, the total score of post-test is 2450. It is also found that there are 4 (12,90%) students who get Enough level. Students who get Good level consist of 18 (58,06%) and students who get Very Good level consist of 9 (29,03%) students.

Based on the level of post-test scores, it is concluded that the use of Simon Says Game Method effects of the students' listening achievement at grade VIII MTSS Al-Washliyah Serbelawan in listening ability in listening ability since the Good level is dominated.

The Research Finding

In research finding the writer will describe about the finding of the research which have done by students in VIIIMTSS Al - Washliyah Serbelawan that consisted of 31 students.

The research finding of the data, data have found of the research above shown that there is the different in pre-test and post-test. It can conclude that the research get goodlevel from activities in teaching listening by using Simon Says Game method. It makes students interesting and more activein learning listening.

From the explanation above shows that Simon Says Game effects on their listening ability. Moreover, the result of the test shows that there is the significance influence between pre-test and post-test, standard deviation and testing hypothesis. Finally, teaching by using Simon Says Game can be a good method in teaching listening ability.

Discussion

Based on the score of pre-test and post-test, the writer analyzes them to look for the result of this research. Then the writer analyzes the students score from the level of achievement.

From the analysis of the research listening ability by using Simon Says Game found the result that the students' average score can be classified into a good level. Furthermore, the researcher found that Simon says game method really makes improvement in students listening ability. This research is proposed to find out students' listening ability after the using Simon says game method. From the test result was given to the students, the writer found that students' listening ability in pre-test was in "low" level and then their listening ability post-test were in "good" level.

CONCLUSION

Based on the result of data analysis, the findings this research is concluded that Simon Says Game method effects on the listening ability fot the eight grade students of MTSS Al-Washliyah Serbelawan.

Before the treatment of Simon Says Game, the student' listening is very low since the total score pre-test is 820 and mean pre-test is 26,45 so that low level is dominated and the standard deviation is 52,58.

After the treatment of Simon Says Game, the student' listening is good since the total score post-test is 2450 and mean post-test is 79,03 so that good level is dominated and the standard deviation is 12,53. The mean of difference between pre-test and post-test scores is 52,58.

Besides that, from the result of testing hypothesis it is found that t_{table} 5%< $t_{observation}$ (2,042 <26,055) so that Hypothesis Alternative (Ha) is accepted and Hypothesis Null os rejected; it means that Simon Says Game effects on the listening ability for the eighthp grade students of MTSS Al-Washliyah Serbelawan

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