



**STUDENTS' PERSPECTIVES OF SIMON SAYS GAME TO PRACTICE
LISTENING COMPREHENSION AT GRADE EIGHT STUDENTS OF
MTSS MADINATUSSALAM IN 2020/2021 ACADEMIC YEAR**

THESIS

**Submitted to Faculty of Tarbiyah Science and Teacher Training of State
Islamic University of North Sumatera Medan as a Partial Fulfillment of the
Requirements for Degree of Educational Bachelor**

S.1 Degree

By:

ANGGI ANGGRAINI NASUTION
Reg. Number : 0304162080

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

2020



**STUDENTS' PERSPECTIVES OF SIMON SAYS GAME TO PRACTICE
LISTENING COMPREHENSION AT GRADE EIGHT STUDENTS OF
MTSS MADINATUSSALAM IN 2020/2021 ACADEMIC YEAR**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teacher Training of State
Islamic University of North Sumatera Medan as a Partial Fulfillment of the
Requirements for Degree of Educational Bachelor*

By:

ANGGI ANGGRAINI NASUTION

Reg. Number : 0304162080

ADVISOR I

ADVISOR II

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Maryati Salmiah, M.Hum
NIP. 198205012009012012

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBİYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2020

Nomor : Istimewa Medan, 26th November 2020
Lamp : 6 (Enam) sks Kepada Yth;
Prihal : Skripsi Bapak Dekan Fakultas Tarbiyah
a.n **Anggi Anggraini Nasution** UIN SU
di –
Tempat

Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswa:

Nama : Anggi Anggraini Nasution
NIM : 0304162080
Jur / Prodi : Pendidikan Bahasa Inggris
Judul : “Students’ Perspectives Of Simon Says Game To Practice Listening Comprehension At Grade Eight Students Of MTsS Madinatussalam in 2020/2021 Academic Year”

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN-SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

Wassalam,

ADVISOR I

ADVISOR II

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Maryati Salmiah, M.Hum
NIP. 198205012009012012

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Anggi Anggraini Nasution

NIM : 0304162080

Jurusan/Prog. Studi : Pendidikan Bahasa Inggris /Tarbiyah S-1

Judul Skripsi : **“Students’ Perspectives Of Simon Says Game To Practice Listening Comprehension At Grade Eight Students Of MTsS Madinatussalam in 2020/2021 Academic Year”**

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 26 November 2020

Yang Membuat Pernyataan

Anggi Anggraini Nasution
NIM. 0304162080



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Williem Iskandar Pasar V Telp. (061) 6615683-6622925 Fax.6615683 Medan Estate 20731

SURAT PENGESAHAN

Skripsi ini yang berjudul “STUDENTS’ PERSPECTIVES OF SIMON SAYS GAME TO PRACTICE LISTENING COMPREHENSION AT GRADE EIGHT STUDENTS OF MTSS MADINATUSSALAM IN 2020/2021 ACADEMIC YEAR” yang disusun oleh **Anggi Anggraini Nasution** dan telah di munaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S.1) Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan pada tanggal:

1 Februari 2021 M

19 Jumadil Akhir 1442 H

Dan telah diterima sebagai persyaratan untuk memperoleh gelar sarjana Pendidikan Islam (S. Pd) dalam Ilmu Tarbiyah pada jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Medan, 1 Februari 2021

**Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan**

Ketua

Sekretaris

Yani Lubis, S.Ag., M.Hum.

NIP. 19700606200003 1 006

Dr. Abdillah, M.Pd

NIP. 19680805 199703 1 002

Anggota Penguji

1. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum

NIP. 197506222003122002

2. Maryati Salmiah, M.Hum

NIP. 198205012009012012

3. Emeliya Sukma Dara Damanik, M.Hum

NIP. 196007161986031002

4. Dr. KH. Amiruddin, MS, M.A, MBA, Ph.D

NIP. 195508281986031008

Mengetahui

Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Mardianto, M.Pd

NIP. 19671212 1994003 1 004

ACKNOWLEDGEMENT

سَمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

In the name of Allah, the Most Gracious, the Most Merciful

All Praises to Allah SWT, who has given the writer the blessings and a chance to complete and finish this thesis. Praise and blessing to the Prophet Muhammad SAW, who has been our figure to serve Allah SWT. Peace and blessing be upon Prophet Muhammad *Shalallahu'alaihi wa salaam*.

This thesis which is entitled “**Students’ Perspectives Of Simon Says Game To Practice Listening Comprehension At Grade Eight Students Of MTsS Madinatussalam in 2020/2021 Academic Year**” is written to fulfill one of requirements to obtain the *Sarjana Pendidikan* degree at the Department of English Education, Faculty of Tarbiyah and Teachers’ Training, State Islamic University of North Sumatera.

In the process of completing this thesis, the writers faced difficulties, problems, emotional and mood problems. It was hard for me to finish this thesis without the help and supports from my dearest people and inspiring people. The writer has received many supports, help and get inspiring from many people. Therefore, the writer would like to thanks for:

1. My beloved parents, **Gatot Sumena Nasution**, my best father in the world for me, as my hero, and **Kesuma Wati**, as my super mother, who always give me pray, support, loves, help, advice, motivation, inspiration and all precious things for me and for all my families member. They are

the reason why I can finish this thesis and the reason why I can survive my study and my life too. I dedicate this thesis to you.

2. **Prof. Dr. H. Syahrin Harahap, M.A**, as the head of State Islamic University of North Sumatera Medan (UIN-SU)
3. **Dr. H. Amiruddin Siahaan, M.Pd**, as the Dean of Tarbiyah Science and Teachers' Training State Islamic University of North Sumatera Medan
4. **Yani Lubis, S.Ag, M.Hum**, as the head of English Education Department.
5. **Dr. Solihatul Hamidah Daulay, S.Ag. M.Hum**, as my first advisor who has given me guidance, advice, correction, suggestion, supports and inspiring me in the process of writing this thesis.
6. **Maryati Salmiah, S.Pd., M.Hum**, as my second advisor who has given me guidance, advice, correction, suggestion, supports and inspiring me in the process of writing this thesis.
7. All of the lectures of English Education Department for giving me so much knowledge and thought since the beginning.
8. **Dini, S.Pd**, as the English Teacher in MTsS Madinatussalam, who has been kindly helped me during the research process
9. **Nety Herawati, S.Pd.I** as the headmaster of MTsS Madinatussalam Medan
10. My dearest best friend all of PBI-4, Especially **Melati Matondang** and **Omivia Mada** who have supported me to do my thesis and give me so much advice, and give me laughs too.

11. My Pageant Lovers dearest friends, **Kurnia Pazli Tanjung** and **Mora Ganda** who have entertained me and give me so many pageant lovers content, so I could feel fire in reaching my dream.
12. My best friends in senior high school, IJO LUMUT such as Rahma, Rahmi, Pio, Uci who are always support me.
13. My favorites figures, **Patricia Gouw, Ariska Putri Pertiwi, Amanda Obdam, Punika Polfah, Catriona Gray** for inspiring me and makes me feel fayyaaahhhh (Fire Fire Fire) to improve myself, to be better than I was yesterday, to reach my live goals.
14. Everyone who has helped me in finishing this thesis and whose names cannot be mentioned one by one.

The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept all advices and suggestions to make this thesis better.

Medan, 26 November 2020

Author

ABSTRACT

Anggi Anggraini Nasution. Registration Number: 0304162080. Students' Perspectives Of Simon Says Game To Practice Listening Comprehension At Grade Eight Students Of MTsS Madinatussalam in 2020/2021 Academic Year. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, 2020.

This research was aimed to find out students' perspective of Simon Says game for practicing their listening class. The subject of this research was grade VIII-3 students at MTsS Madinatussalam in 2020 academic year. This research of this study was conducted by using qualitative research. The data used in this research such as; interview sheet and photography evidence. The researcher did interview for some students at grade VIII-3 in MTsS Madinatussalam. The researcher gives six questions too in interview session to students that still related to students' perspectives of Simon Says game for practicing their listening. The result of this research showed that almost all students have positive perspectives in Simon says game for practicing their listening. They agree that Simon Says game makes them easier to practice their listening in a fun way. They also agree that Simon says game can make their class atmospheres' be active. They said they are being attractive while playing this game for listening practice class.

Keywords: Simon Says game, Students' Perspective, Listening Practice

Table of Content

ACKNOWLEDGE	i
ABSTRACT	iv
TABLE OF CONTENT	v
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Research Problem	4
C. Objective of Study	4
D. Significance of the study	4
CHAPTER II LITERATURE REVIEW	
A. Theoretical Review	6
1. Listening	6
a. The Definition of Listening	6
b. Concept of Listening Ability	10
c. Components of Listening	11
d. Students Difficulties in Listening	13
e. Useful Suggestion for Overcoming Students' Listening Difficult.18	
2. Simon Says Game	20
a. The Procedures of Simon Says Game	21
b. Simon Says Game for Listening Comprehension	22
B. Relevant Study	22
CHAPTER III: RESEARCH METHODOLOGY	
A. Research Method	26
B. Subject of The Research	27

C. Setting of The Research	27
1. Place of The Research	27
D. Techniques of Collecting Data.....	28
1. Interview	28
E. Technique of Analyzing Data.....	30
1. Data Collection	30
2. Data Reduction	30
3. Data Presentation	31
4. Conclusion	31
F. Trustworthiness of The Data	32
CHAPTER IV: DATA PRESENTATION, FINDING AND DISCUSSION	
A. Data Presentation	34
1. Interview	34
B. Findings	37
1. The English Listening Practice of Their Listening Comprehension Class	37
2. Students' Perspectives of Simon Says Game for Practice Their Listening.....	38
3. Students Interest of Using Simon Says Game	40
C. Discussion	43
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion	46
B. Suggestion	47
References	49

LIST OF APPENDIX

Appendix

Appendix I

Interview Sheet with Student 52

Appendix II

Interview Script with Students 53

Documentation 61

School Research Confirmation Research Letter

LIST OF TABLE

Table 4.1 34

LIST OF FIGURE

Figure 4.1 37

Figure 4.2 38

Figure 4.3 41

Figure 4.4 42

CHAPTER I

INTRODUCTION

A. Background of Study

One of important part of communication is Language. “Language is essentially a means of communication among the members of society”.¹ Language also has function. Communication thoughts from one person to another are some of the function in language.² People can communicate with other people in two ways, such as spoken and written form. By communicating with other people, we can easily transfer and receive information. Moreover, communication gets easier when both of the communicants and communicators know the language.

Language is the most important means of communication in human life. A human cannot communicate in any real sense without language. As a communication, language has sounds, gesture, or marks having understood the meaning. However, not everybody has same language and dialect. So everybody should understand each other in their society.

Some of Indonesian citizen not only master their mother tongues but also their second language. Besides, some of them are also fluent in foreign languages, especially due to the reason that English in an international language. According to Roux, English has become the most dominant language in many

¹ A. Sirbu, (2015), *The Significance of Language As a Tool of Communication. Mircea cel Batran*, Noval Academy Scientific Bulletin. Vol. 18 No. 2, p. 405

² Solihatul Hamidah Daulay, (2011), *Introduction to general linguistics*, Medan: La Tansa Press, p. 16

aspects such as technology, business, science, and academic³. It means that everyone needs to learn this language in order to survive the era of globalization and to communicate with other people all over the world.

Language teaching uses listening that refers to complex process that allows us to understand spoken language⁴. There are some reasons to support the importance of listening in foreign language learning. According to Bucok in Woottipong, The first one is a new language learner should learn listening at the initial stage of language learning in the same manner as a child learns a mother language.⁵ It's because the first step in acquiring the language is listening, where the new born child is able to understand the language he/she has to listen first. Listening comprehension developed in the very beginning of a child's learning of language. A natural process in acquiring a new language is listening. Paul states that "... babies hear news item of their native language first, say them next, and read and write them some time later".⁶ It means that most of people think that other comprehension is more important comprehension without playing attention to the listening comprehension that take the big part to enhance the others. Therefore, it is necessary to develop listening comprehension in the initial stage of learning in order to become a good speaker. Finally, listening exercises help to

³ P. W. Roux, (2014), *English as an International Language: The Debate Continues*, Polyglossia Journal. Vol. 26 No. 3, p.45

⁴ Hossein Bozorgian and Hitendra Pillay, (2013) *Enhancing Foreign Language Learning Through Listening Strategies*, International Journal of Instruction. Vol. 6 No. 1, p.105

⁵ Kretsai Woottipong, (2014), *Effect of Using Video Materials In The Teaching of Listening Comprehension For University Students*, International Journal of Linguistics, Vol. 6 No. 4, p. 200

⁶ David Paul, (2003), *Teaching English to Children in Asia*, Hong Kong: Pearson Education Asia Limited, p. 72

draw a learner's attention to new forms in the language i.e. vocabulary, grammar and interaction patterns. We learn to listen and we listen to learn⁷.

As talk about language teaching and listening strategy, of course, it leads us to think about the fun strategy to teach listening to students. Every teacher wants their students easier to learn listening comprehension and feel excited to learn listening comprehension. But, in real life, some students don't like to learn listening because they feel bored, and confusing about what the speakers said. To attain the fun learning in listening, there are many fun learning strategies to teach listening. One of fun learning strategy to learn listening comprehension is with a game. 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. Simon Says Game is a way to engage students enhancing their cognitive function. It enables students playing the game to make faster decisions and listen carefully.

Many of researchers make the research that focus on the creative game to improve students' English comprehension. But, in this research, the researcher emphasizes students' perspectives in order to find out the most comfortable learning method for students to learn English. The researcher thinks that if the students feeling enjoy in learning English, they will easily get understand what the material itself.

This research concerns the perspective of students about implementing Simon Says game in Listening class for their listening comprehension. The researcher is interested in doing a research entitled "Student's Perspective of

⁷ JJ. Wilson, (2010), *How To Teach Listening*, Malaysia: Pearson Longman, p. 9

Simon Says Game for Practice The Listening Comprehension At Eighth Grade Students”

B. Research Problem

1. Do students want to use the Simon Says Game to practice their listening?
2. What are student's perspectives about Simon Says Game to practice Listening?
3. How can students make their listening practice easier?

C. Objectives of Study

1. To find out student’s perspectives about Simon Says Game to practice listening
2. To find out how students make their listening practice easier
3. To find out student’s interests of using the Simon Says Game to practice their listening

D. Significant of The Study

In general, it is expected that the result of the research can contribute to the teaching-learning process and the result can be useful, especially for the following parties.

1. For the researcher, this research will provide new knowledge and experience and also fulfilling the requirements for the degree of S.Pd., at the Department of English Education.
2. For English Teachers, the result of this study are expected to be useful for English teachers as information or input to use the Simon Says game.
3. To Students, it will make students more fun to learn listening by the actions given to the students that are useful to give listening practice by using Simon Says game.

4. For further Researchers, it can be used as a reference for further study of listening comprehension related to the similar topic with the same researcher's design in a different setting to develop students' listening comprehension and the quality of teaching listening by Simon Says Game.

CHAPTER II

LITERATURE REVIEW

In this chapter, the main discussions are about review related studies and related theories. They are theories about Listening and Simon Says Game. The researcher also gives some related study to support the research. The explanation of the Theories as follows:

A. Theoretical Review

In this theoretical review, the researcher will discuss about listening theory that consists of the definition of listening, concept of listening ability, components of listening, student's difficulties in listening, and some useful suggestions for overcoming students' listening difficulties. In this sub unit, the researcher will also discuss about Simon Says game that consists of the procedure of Simon Says game and Simon Says game for listening comprehension. After both discussion, the researcher also give some relevant study to support this study.

1. Listening

Listening is essential in learning a foreign language. It is a comprehension that the students acquire first before they learn the other comprehensions. That's why listening comprehension is one of the most important comprehension to learn if someone wants to master the English. In these parts above, The Researcher writes some points about listening to support the research.

a. The Definition of Listening

Listening is one of important comprehension in learning the language. Listening is a receptive comprehension which involves responding the

oral language rather than producing the written language. It is very useful in the habitual action. According to Helgensen and Brown “Listening competence is larger than speaking competence”⁸.

Definitions of listening according to another experts as cited in Helgensen and Brown are⁹:

1. According to Rost, Listening is the process of constructing meaning from spoken input. It means listening is not only hearing what people say but also comprehend it.
2. According to Richards and Schmidt, Listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistics units (e. g phonemes, words, grammatical structures) as well as the role of the listeners’ expectations, “the situation and context, background knowledge and topic”

From those definitions of listening above, they share similar words such as active and construct. It means the listeners do more not only simply decoding what they hear. According to Rubin in Helgensen and Brown completes the definition by adding the words active and interpret. In here, “Active” means the information from visual or auditory clues and relate to what already know by the listeners. Select is the process of making sense of the input, the listeners use only constituent of the incoming information. On the

⁸ M. Helgensen and S. Brown, (2007) *Practical English Language Teaching*, New York: McGraw-Hill, p.3

⁹ *Ibid*, M. Helgensen and S. Brown, (2007) p.3

other hand, “interpret” means listeners use their background knowledge to decipher what is going on and figure out what speakers intend.

Brown recognized that listening is an invisible mental process, making it difficult to describe. As stated in Brown 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.¹⁰ So, from all the definitions above, it can be concluded that listening is the complex and active processes of interpretation in which listeners match what they hear with what they already know.

Doing many things is involved in listening, such as dealing with the characteristics of the spoken language, using context and the knowledge of the world, understanding different text types, and understanding different speeds of speech and accents.¹¹ Actually, listening is different from hearing. Listening is an active comprehension because the listener may construct the meaning from what the speaker said. According to Helgensen and Brown, listening requires the active intention and the active intention is the part of hearer. It depends on how much the intention the listeners are playing it. If the people just hear the information, but something important comes on such hot news or gossip, it is called as listen. The listeners are actively playing attention then interpreting what already they hear.¹²

¹⁰Douglas H. Brown, (2001), *Principles of Language Learning and Teaching*, White Plains, New York: Longman, p.249

¹¹ Pulverness M. Spratt and Williams M, (2005), *The Teaching Knowledge Test Course*, Cambridge: Cambridge University Press, p:31

¹² *Ibid*, Helgensen and Brown, (2007), p.7

In the Noble Qur'an, Allah SWT says:

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ ۗ وَقُلْ رَبِّ زِدْنِي

عِلْمًا

“So high (above all) is Allah, the Sovereign, the Truth. And (O Muhammad), do not hasten with (recitation of) the Qur'an before its revelation is completed to you, and say, “My Lord, increase me in knowledge.” (Tha-haa:114).

The keyword of this verse is “Revelation”. Revelation has relationship with listening. In this verse, Allah SWT forbids the Prophet Muhammad SAW to read the revelation before he listen it carefully. It's related to listening, why the researcher say so? Because, from verse above we know that we have to listen to the speaker to get and to understand what speaker said. In addition, the researcher also find some Hadits about Listening:

From Jabir, Rasulullah Sallallahu 'alaihi wa sallam said:

مَنْ قَالَ عِنْدَ يَسْمَعُ النِّدَاءِ: “اللَّهُمَّ رَبِّ هَذِهِ الدَّعْوَةُ النَّامَّةُ، وَالصَّلَاةُ الْقَائِمَةُ، آتِ مُحَمَّدًا الْوَسِيلَةَ وَالْفَضِيلَةَ وَابْعَثْهُ مَقَامًا مَحْمُودًا الَّذِي وَعَدْتُهُ،” حَلَّتْ لَهُ شَفَاعَتِي يَوْمَ الْقِيَامَةِ

"Whoever hears the call to prayer saying, 'O Allah, Rabb of this perfect call and prayer established by Hammad Wasilah and virtue. Place him in a noble position as You promised. "Then he deserves my syafa'at on the Day of Resurrection."

اللَّهُمَّ إِنِّي أَعُوذُ بِكَ مِنْ شَرِّ سَمْعِي ، وَمِنْ شَرِّ بَصَرِي ، وَمِنْ شَرِّ لِسَانِي ، وَمِنْ شَرِّ قَلْبِي ، وَمِنْ شَرِّ مَنِّي

“Ya Allah, I ask You for protection from the ugliness of my hearing (listening), from the ugliness of my eyesight, from the ugliness of my mouth, from the ugliness of my heart, and from the ugliness of my genitals "[HR Abu Daud].

أَيُّ الَّذِينَ كَانُوا يُنْزَهُونَ أَسْمَاعَهُمْ عَنِ الْخَنَا أَسْمِعُهُمَ الْيَوْمَ حَمْدِي وَالثَّنَاءَ عَلَيَّ

"Where are the people who purify their hearing (listening) from bad words today I will give praise to me" [Abul Barakat, Adabul Usyrah].

From those hadits above, the writers can conclude that Allah gives us the hearing or listening to get the goods and knowledge, and for that we should grateful to Allah SWT for our Listening.

Based on the description above, the writers can conclude that listening is different from hearing because listening is a process of constructing meaning from the speakers' input. Listening cause the listeners to do something or just in case understand about the context. It cannot be separated from human being because without listening, people cannot have effective communication.

b. Concept of Listening Ability

Listening ability is viewed theoretically as an active process in which individuals focus on selected aspects of aqtual input , construct meaning from passages, and relate what they hear for existing knowledge. Listening ability is also important for the students because through listening activity, they can practice how to get ideas from the speaker systematically and to communicate with the others. Brown states¹³:

“Listening as major component in language learning and teaching first hit spotlight in the late 1970s with Asher’s work on Total Physical Response, in which the role of comprehension was given prominence as learners were given great quantities of language to listen to before they encouraged to respond orally”.

In this case, even though the students have learnt English in years, they still find difficulties to get the ideas in proper words and sentences. Hence,

¹³ Douglas H. Brown, (2001), *Teaching by Principle and Interactive Approach to Language Pedagogy*, New York: Longman Inc, p. 247

many problems still can be found in teaching listening. Most students have difficulty in getting ideas on their mind, that they are too worried in making some errors on their listening which cause them to be reluctant to listen. This theoretical view has not been sufficiently supported by direct research which clarifies what listeners actually do while engaged in listening tasks.

c. Components of Listening

Throughout FL learning and teaching history, listening has experienced various periods with the new developments in sociology, anthropology, linguistics, politics and education. Listening, though being awidely used but less taught skill in FL classes, used to be seen as a simple comprehension, in fact nowadays it is accepted as a complex and intricate process in itself and enables us to understand spoken language. According to Rost, it is both a comprehension area of language performance and a critical means of acquiring a second language.¹⁴ Thus, its importance is twice as much than other comprehensions in language improvement. In addition, when compared to other language comprehensions people spend more than forty percent of their communication on listening, thirty-five percent on speaking, sixteen percent on reading and just nine percent on writing a day.¹⁵

The term ‘listening’ is mostly confused with ‘hearing’, though hearing might be conscious or unconscious in general, the listening process starts with conscious hearing and here hearing is only one step of listening, because listening is much more complex than hearing and ‘listener’ uses

¹⁴ M. Rost, (2001), *Listening. In R. Carter and D. Nunan (Eds.), The Cambridge Guide to Teaching English to Speakers of Other Languages*, Cambridge: Cambridge University Press, p. 7-13

¹⁵ M. Burley-Allen, (1995), *Listening: The Forgotten Comprehension*, New York: John Wiley & Sons, Inc, p. 14

various sub-comprehensions/components that is subsidiary to understanding.
some experts identify those components as follows:

- i. Discriminating between sounds
- ii. Recognizing words
- iii. Identifying grammatical groupings of words
- iv. Identifying "pragmatic units"
- v. Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning
- vi. Using background knowledge and context to predict and then to confirm meaning
- vii. Recalling important words and ideas

For a successful listening, all the components above need to be operated in the course of listening. Although these components are true of both L1 and FL listening process, in FL listening it is much more difficult for learners to apply these processes easily because of not being competent in the target language such as not knowing enough words and their pronunciations, not mastering language structures, intonation, stress and even being lack of cultural elements. Thus, especially at beginner level, listening is a comprehension that needs to be developed with the help of various activities. Moreover listening involves the usage of bottom-up and top-down models which can be summarized as parts of listening process. Bottom-up listening subsumes progressing from the minimal to the more complex structures and also includes paying attention to intonation, stress, rhythm. Thus, in this kind of listening the

listener focuses on the structure of sentences, yet being aware of the structure is just one part of the process, therefore bottom-up process can only form one part of listening and not enough to explain all of human listening. Top-down listening, on the other hand, necessitates the usage of background knowledge in order to analyze the meaning of sentences. This type of process looks like buying a book because one cannot or should not buy a book without first getting an idea about it such as who the writer is, what the topic is, its type, heading, front cover picture and so on. This is the same as collecting information about a book and deciding on buying it by knowing all the necessary things about it. Accordingly both bottom-up and top-down processes are requisite in listening. Hence, learning activities that appealing to both models need to be developed and used in nearly all types of listening.

d. Students Difficulties in Listening

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart in Abbas Pourhosein Gilakjani¹ & Narjes Banou Sabouri's journal, there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows¹⁶:

i. Quality of Recorded Materials

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening

¹⁶ Abbas Pourhosein Gilakjani¹ & Narjes Banou Sabouri, (2016), *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review* Journal of English Language Teaching, Vol. 9, No. 6, p. 127

ii. Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give background knowledge about the listening activities in advance

iii. Accent

Munro and Derwing expressed that too many accented speech can lead to an important reduction in comprehension. According to Goh, 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Buck indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

iv. Unfamiliar Vocabulary

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart, When listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they

are not used appropriately in their appropriate contexts students will get confused.

v. Length and Speed of Listening

Azmi Bingol, Celik, Yidliz, and Tugrul Mart stated that the level of students can have a significant role when they listen to long parts 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 tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood, speed can make listening passage difficult. If the speakers speak too fast students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

According to Underwood, there are some barriers to effective listening comprehension process. First, listeners cannot control the speed of speech. The biggest problem with listening comprehension is that listeners are not able to control how quickly speakers talk. Second, listeners cannot have words repeated and this can cause critical difficulties for them. Students cannot replay a recording section. Teachers decide what and when to repeat listening texts and it is very difficult for teachers to know whether or not their learners understood what they have heard. Third, listeners do not have high vocabulary knowledge. Speakers may select words that listeners do not know them. Listeners may face an unfamiliar word which can stop them and think about the meaning of that word for a while and miss the next part of the speech. Fourth, listeners may lack contextual knowledge. Mutual knowledge and familiar texts

can make communication easier for listeners. Listeners can sometimes comprehend the surface meaning of a passage but they can have substantial problems in understanding the whole meaning of a passage unless they are familiar with it. Fifth, it is not very easy for listeners to concentrate on the listening text. Sometimes a shortest break in attention can prevent comprehension. If the listening passage is interesting for listeners, concentration will be easy for them.

Graham said that there are some other factors that increase learners' listening comprehension problems such as restricted vocabulary, poor grammar, and misinterpretations about listening tasks. According to Seferoglu and Uzakgoren, some other listening comprehension problems are related to the kind of listening materials. The researchers emphasized that listening is not of great importance and teachers do not teach listening strategies to their learners. Bloomfield et al. and Walker expressed that one of the serious problems of listening comprehension is related to the pronunciation of words that is different from the way they appear in print. Due to the fact that the spoken language varies to the form of the written language, the recognition of words that make the oral speech can create some difficulties for students. According to Vandergrift and Walker, in addition to identify the words despite their unfamiliar pronunciation, students should try to decide which linguistic part belongs to which word. Prosodic features of spoken language like where the stress falls, weak forms and strong forms of words, and intonation also impact the comprehension of oral text.

Vandergrift and Walker indicated that oral passages exist in real time and should be processed rapidly and when the passage is over, only a mental representation remains. Listening needs immediate processing to access the spoken input again, making the comprehension more complex than reading. Students' cultural background knowledge can have an important role in their listening comprehension. A general understanding of the country's culture and its history can facilitate listening processes. Vandergrift and Walker declared that listeners can use pragmatic knowledge to make inferences and identify speakers' implied meaning that these should be specifically considered by teachers when teaching listening comprehension. Bloomfield et al. told that regional accents can impact the spoken message that is understood by the listeners and familiar accents are easier to understand than unfamiliar accents. Buck mentioned a lot of problems in listening activities like unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents.

Hasan indicated that unfamiliar words, difficult grammatical structures, and the length of the spoken passages are the most important factors that cause problems for learners' listening comprehension. He continued that clarity, lack of interest, and the demand for complete answers to listening comprehension questions are the serious difficulties of students' listening comprehension. Yagang said that there are four sources for listening comprehension problems. They are the message, the speaker, the listener, and the physical environment. Boyle stated that listener, speaker, medium, and environment factors are the main components that affect listening comprehension. According to Teng, there are four factors called listener

factors, speaker factors, stimulus factors, and context factors that impact students' listening comprehension.

e. Useful Suggestions for Overcoming Students' Listening Difficulties

According to Abbas Pourhosein Gilakjani¹ & Narjes Banou Sabouri

There are some suggestions that are beneficial to students to overcome some of their listening comprehension problems. They are as follows:

- i. Listening activities should be provided based on the students' needs and teachers should provide authentic listening materials for students that help them understand better the natural speech uttered by native speakers.
- ii. Teachers should design listening tasks that arouse students' interest and help them learn listening comprehensions and strategies. These tasks not only test the students' listening comprehension but also motivate them to use various types of listening strategies in order to gain the maximum benefits in doing their activities.
- iii. Teachers should provide students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.
- iv. Teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.
- v. Teachers should help their students to be familiar with the accents of different native speakers. Due to the fact that native speakers have

specific accents it is necessary for students to recognize the differences between American and British accents.

- vi. Listening activities should be presented according to their level of complexities; that is, listening activities should be provided from the very simple texts to the lower level students and moved to the very complicated authentic materials to the advanced students.
- vii. Teachers should provide background knowledge and linguistic knowledge to their students while listening to different listening materials.
- viii. Teachers should give their students the necessary feedback on their performance because it can promote their error correction and increase their motivation, and help them to develop their confidence in listening exercises.
- ix. Teachers should help their students to develop the necessary comprehensions of listening comprehension like listening for understanding particular information, listening for the main ideas, explanation and inference, listening for intended meaning through providing different tasks and activities at different levels.
- x. Teachers should use body language such as pointing and facial expressions to reinforce oral messages in their students.
- xi. Teachers should provide opportunities for developing top-down and bottom-up processing comprehensions because top-down activities motivate students to discuss what they already know about a topic and bottom-up activities give confidence in the understanding of the

components of the language such as sounds, words, intonation, and grammatical structures.

- xii. 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.
- xiii. Teachers should be appropriately trained in speaking comprehensions. Listening is related to good pronunciation; therefore, teachers should have good and acceptable pronunciation which can help learners to become better listeners.
- xiv. Teachers should ask their learners to always listen to music, documentaries, and news on the radio and television, talk to native speakers face to face or on the Internet so that they can create and reinforce a good habit of listening in themselves.¹⁷

2. Simon Says Game

According to Anderson in his book wrote that “Simon says is popular game played around the world.”¹⁸ It means that most of people have known of Simon says game. According to Gordon Lewis and Günther Bedson, the aim of this game is following instructions. The game level is beginner, intermediate, and advance students“ levels. It does not need the material to practice it¹⁹.

¹⁷ *Ibid*, Abbas Pourhosein Gilakjani1 & Narjes Banou Sabouri, (2016) p. 129

¹⁸ Anderson, (2015), *Teaching English in Africa: A Guide to the Practice of English Language*, East Africa: Education Publish R wanda Ltd, p. 179.

¹⁹ Gordon Lewis and GÜnther Bedson, (2004), *Games for Children*. (New York: Oxford University Press, p. 130

a. The Procedures of Simon Says Game

Simon says game is an active game that very easy to do. This game has simple procedures. Here is the procedure of Simon Says Game according to Amy Buttner Zimmer²⁰:

- Talking about the role of Simon says, a teacher or student stands 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 stated 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 them to do one action while showing a different one. It means that Simon can say something and then perform a different action.

To make you more clear about the procedures of Simon Says game, the writer will give more explanation about the procedures of Simon Says Game:

- The teacher tells the students that teacher is going to give them instructions, but they must only obey if the teacher begins by saying „*Simon Says*“. The word Simon can be replaced with another popular character such as „*Ranger*“.
- The teacher says the instructions, then, the students do the action themselves. For example, *Ranger says touch your head*. The students who do the wrong action are out from the game.

²⁰ Amy Buttner Zimmer, (2015), *Activities, Games, and Assessment Strategies for the World Languages Classroom*, Third Avenue, New York: NY 10017, First published, p.151.

- The last student is the winner in this game.

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.

b. Simon Says Game for Listening Comprehension

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". The objective of this game is to make students fully participate in acquiring the listening, direction-following, and movement comprehensions.

Simon Says Game is a way to engage students enhancing their cognitive function. It enables students playing the game to make faster decisions and listen carefully. In line with this, Nation & Newton stated doing activities that involve movement is one of the five principles for teaching beginners²¹. It is a simple way to keep students interested in learning. By focusing on meaning interpreted through movement, the students will be liberated from self-conscious and stressful situations and be able to devote full energy to learning.

B. Relevant Study

The study that have relevant whit this study are:

The first study that related research is The Use of Missing Lyric Game to Improve Students' Listening Comprehension (A Classroom Action

²¹ Nation, I. P., & Newton, J., (2009), *Teaching ESL/EFL Listening and Speaking*, New York: Routledge, p.45

Research at Second Grade Of SMA Bakti Mulya 400) which written by Abdul Muhit.³⁴ The objective of the research are to know whether the students' listening comprehension could be improved by using missing lyric and to know how the implementation of the game is. The design of the study used Kurt Lewin's as the model of CAR. The writer obtained the data from observation, interview, test and questionnaire. Then analyzed the data from the result of observation and interview using descriptive analysis. While the data from test and questionnaire using statistic analysis. The result of the study shows that the implementation of missing lyric game to improve students' listening comprehension is effective because the students are motivated to learn and there are improvement of the students mean score between post-test I and post-test II result.²²

According to the research above, the writer discovers some similarities and differences with the writer's research. The similarities are on the technique of collecting data (Interview). Whether the differences are the research method, the game that uses, previous study, and the place and subject.

The next study is Using Games to Increase Students' Participation in Listening Activity at SDN Pisangan Timur II written by Heri Yeni.³³ The objective of the study are to investigate the games that can be used to increase students' participation in listening activity at elementary school, to explain how the games implemented in the classroom are, to investigate whether the use of the games improve students' participation in listening activity, and to

²² Abdul Muhit, (2012), *The Use of Missing Lyric Game to Improve Students' Listening Comprehension (A Classroom Action Research at Second Grade of SMA Bakti Mulya 400 Jakarta)*, Skripsi, Faculty of Tarbiyah and Teachers, Jakarta: Syarif Hidayatullah State Islamic University

investigate students' responses toward the use of the games. The classroom action research was the design of this study, which used Kemmis and Mc. Taggart as the model of CAR. Afterwards, in technique of data collection used observation and questionnaire. Than in technique of data analysis was measured from data observation and questionnaire.²³

The third relevant study is the study about "The Implementation of Simon Say Game to Improve Students' Vocabulary Mastery in Learning English at MTs. LAboratorium UIN-SU MEDAN" that conducted by Abdul Muhsin Polem. This relevant study is using Simon Says game same as this research study. This relevant study was aimed to improve the students' vocabulary mastery in learning English by using Simon Says game. It took place at Mts. Laboratorium UIN-SU MEDAN. Abdul Muhsin use Quantitative study as the design of the study, and the result of this study is proved to be successful.²⁴

The fourth relevant study has the titled "Improving Listening Comprehension Through Interactive Games in The Seventh Grade Students At SMPN 2 KALASAN In The Academic Year of 2012/2013" conducted by Apriliah Dyah. Aprilia uses some Interactive Games to improve students listening comprehension and it took place at The Seventh Grade Students of SMPN 2 KALASAN In the Academic Year of 2012/2013. The objective of this research is to improve the students' listening comprehension in the seventh grade at SMPN 2

²³ Heri Yeni, (2009), *Using Games to Increase Students' Participation in Listening Activity at SDN Pisangan Timur II*, Skripsi, Fakultas Bahasa dan Seni, Jakarta: Universitas Negeri Jakarta

²⁴ Abdul Muhsin Polem, (2017), *The Implementation of Simon Say Game to Improve Students' Vocabulary Mastery in Learning English at MTs. LAboratorium UIN-SU MEDAN*, Skripsi, Fakultas Ilmu Tarbiyah dan Keguruan, Medan: Universitas Islam Negeri Sumatera Utara

KALASAN in the academic year of 2012/2013 through interactive language games. The similarity to this research is using the interactive games (Simon Says game) for listening comprehension. This research use quantitative study as the design of the study, and the result of this study is proved to be successful.²⁵

The last relevant study is the study that conducted by Agung Ahmad which is Teaching Listening Comprehension Through “Listen and Draw”. Ahmad uses Listen and Draw as a technique for teaching listening and it took place at the seventh grade of SMPN 01 Cikalongkulon, Cianjur. The objective of this study is to improve students’ listening comprehension in descriptive by using Listen and Draw. Ahmad use Case Study as the design of the study, and the result of this study is proved to be successful.²⁶

²⁵ Aprilia Dyah R, (2012), *Improving Listening Comprehension Through Interactive Games in The Seventh Grade Students At SMPN 2 KALASAN In The Academic Year of 2012/2013*, Skripsi, Fakultas Bahasa dan Seni, Yogyakarta: Universitas Negeri Yogyakarta

²⁶ Agung Ahmad Syahida, (2012), *Teaching Listening Comprehension Through “Listen and Draw”*, Skripsi, Faculty of English Education, Bandung: STKIP Siliwangi

CHAPTER III

RESEARCH METHODOLOGY

In this chapter discussed about research method, subject of the research, setting of the research, source of data, technique of collecting data, technique of analyzing the data and trustworthiness of data.

A. Research Method

Every research had its own research method that is determine based on the purpose of the study. The researcher uses a qualitative method for this research. According to Cresswell in Zuriah, Qualitative research is defined as an inquiry process of understanding a social human problem, based on building a complex holistic picture, formed with words, reporting detail views of informants, and conducted in natural setting. The gained data in this research is obtained qualitatively in nature. It is also called naturalistic research because the research is conducted in natural setting.²⁷ As in the expert opinions above, researcher used qualitative methods to get natural data in the form of pure opinions from students about the Simon Says game in the listening practice process.

Elliot state that descriptive study is a research in which the investigator examines and report thing as the way are in an attempt to understand and explain them²⁸. The aim of descriptive research is to provide as accurate account as possible about what is the current practice, how learner do

²⁷ Nurul Zuriah, (2007), *Metodologi Penelitian Sosial dan Pendidikan: Teori dan Aplikasi*, Jakarta: PT. Bumi Aksara, p.83

²⁸ S. N. Elliot, Kratochill, T.R., Cook, J.L. & Travers J.F, (2000), *Educational Psychology: Effective Learning. 3rd ed.*, Boston: McGraw Hill, p. 24

learn, how teachers do teach, what classroom looks like, at the particular moment in particular place.

The other consideration in using qualitative research is its ability to adjust with general realities moderately. This kind of research also presents relations between researchers and their respondents directly. It is more sensitive and adjustable to changes in pattern of values faced by researcher²⁹. In accordance with the use of qualitative research, the analysis approach of this research depends on the descriptive one, a research that describes phenomenon, facts, and events of individual or groups systematically and accurately.³⁰ Those are the reason of why the qualitative research was applied in this research. The researcher will give the facts of the student's opinions about Simon says game for practicing listening comprehension.

B. Subject of The Research

The subject of this research will be the students at MTsS Madinatussalam grade VIII-3. The researcher chose this class because this material is suits with the lesson plan for grade eight of junior high school in curriculum 2013.

C. Setting of The Research

1. Place of The Research

This research conducted at MTsS Madinatussalam one of the private junior high school in Medan, North Sumatera. MTsS Madinatussalam is in strategies place, because we can get many transportation to be arrived in this

²⁹ Lexy Moloeng, (2010), *Metodologi Penelitian Kualitatif*, Bandung: PT. Remaja Rosdakarya, p.10

³⁰ *Ibid*, Nurul Zuriah, (2007), p.47

school. This school is in front of the main street. This school is located in Jl. Sidomulyo Psr. IX Dusun XIII Desa Sei Rotan Kec. Percut Sei Tuan Deli Serdang.

D. Techniques of Collecting Data

Technique of Collecting data is the way to collect the information and facts in order to get the data of the research. Without knowing and mastering the techniques of data collection, the researcher will not get the data to fulfill the specified data standards. According to Suwartono, data collection is the variety of methods used to collect data, assemble, retrieve, or solicit the research data³¹. Experts know the methods such interview, observation, questionnaire, testing, records and documents. However, both records and documents are referring to the data sources.

Data collection is considered as the most prominent step in a research due to the fact that the main purpose of conducting a research is to obtain needed data. In a qualitative research, data can be taken from archival documents, written or oral expressions of people or their behavior, etc.³² The technique of collecting data applies in the research is interview. The researcher collected oral data from informants using an interviews given to 8th grade students at MTsS Madinatussalam.

1. Interview

Sugiyono state that Interview is a meeting of two people to exchange information and idea through questions and responses, resulting in

³¹ Suwartono, (2014), *Keaktifan Belajar Siswa*, Yogyakarta: Andi, p.41

³² *Ibid*, Lexy Moloeng, (2010), p.157

communication and join instructions of meaning about a particular topic.³³ One of the most popular techniques for obtaining information in research by asking respondent orally is interview. The information is obtained directly from the respondents while talking face to face. Nazir says that interview is the process the collecting information forresearch goal through talking face to face with the respondents using instrument which is called interview guide.³⁴ To conduct the interview session, the researcher give 6 questions to the respondent that related to their perspectives about Simon Says game for practicing their listening.

The kind of interview that used in collecting the data was a semistructured interview. It was an interview that utilized a question list, but allowed for greater flexibility for the interviewer in asking for clarification and elaboration.³⁵ This kind of interview is also known as in depth interview, where technically is more flexible than the structured one.³⁶ The researcher will give more questions to the respondents if the respondents have many opinions about the topic. Through this kind of interview, the interviewers were expected to express their opinions and ideas so the issue could be explored more openly.

The researcher used mobile phone as instrument to record the data from the interviewees. Note taking technique also used as other instrument to get addition information during the interview.

³³ Sugiyono, (2013), *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, p.231

³⁴ Moh. Nazir, (2005), *Metode Penelitian*, Jakarta: Ghalia Indonesia, p.193

³⁵ Suharsimi Arikunto, (2006), *Prosedur Penelitian; Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, p. 156

³⁶ Sugiyono, (2006), *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, Bandung: Alfabeta, p.320

E. Technique of Analyzing Data

Miles divide qualitative data analysis into two approaches, i.e. flow analysis models and interactive analysis model.³⁷ However, the researcher focuses on the second approach which is appropriate with this research. In the interactive analysis model, data reduction and data presentation are processed along with data collection. Those analysis components are then interacted after all needed data are gathered.

The interactive analysis models applied in this research can be explained with some steps as follows:

1. Data Collection

In qualitative research may come from document, archives, interview, observation and so on. As the explanation before, the researcher collected the data from interview with students'. The researcher will applied the Simon says game to students first and then the researcher will interview some students about their opinion of Simon says game for listening comprehension.

2. Data Reduction

The next step after collecting data is data reduction. Data reduction means summarizing data, selecting the important ones, focusing on the stated topic, and deleting unnecessary data.³⁸ Thus, the reduced data will not only clearly give pictures of what the researcher really seeks but also will simplify the following searching results. In this research, the process of data reduction was started by separating unnecessary data from the interview.

³⁷B. Mathew Miles and Michael Huberman, (1992), *Analisis Data Kualitatif Buku Sumber Tentang Metode-Metode Baru*, Jakarta: UIP, p. 18-20

³⁸ *Ibid*, Sugiyono, (2006), p. 338

Therefore, the writer needs to reduce the data to select and summarize data entered through interviews from several sources as well as by other methods such as questionnaires. The researcher needs to sort between data that is focused on the application of Simon Says Game in order to students' listening comprehension.

3. Data Presentation

In a qualitative research, data presentation might be arranged in the forms of essay, charts, flowcharts, categorization, etc. The aim of data presentation itself is to help comprehend what aspects are discussed in the data and plan the next works based on what have been comprehended. The data presentation for this research was arranged into narrations from the students' perceptions which were explained descriptively in the form of essays.

4. Conclusion

With drawing some inferences are the final step after data presentation. In this research, the conclusion is made continuously through the research for each of subtopic in the research findings.

Conclusions of the results of the study are drawn from the results of data reduction and data presentation is a temporary conclusion. After that, the researcher will do the process of verifying the data to get the conclusion of the research. This temporary conclusion can still change if other strong evidence is found on during the data verification process in the field. So the data verification process is done by the writer plunged back into the field to collect more data that will possible obtain other strong evidence can change the results of the

conclusions drawn. If the data is the same as the data that has been obtained, standard conclusions can be drawn and subsequently included in the research report.

F. Trustworthiness of The Data

In qualitative analysis, there are three stages to excavate the data, namely preliminary stage, filtering stage, and stage of completing data that is still lacking. To check the validity and the truth of the data, the researcher is done by:

a. Credibility

In order that the researcher has high credibility according to facts in the field, the researcher will do: extending the involvement of the researcher in the field, make continuous observations in order that they can understand the phenomenon, do triangulation discuss with colleagues, conduct studies, track the suitability and completeness of the results of the analysis.³⁹ The participation of the researcher in the field will determine the data and conclusions to be obtained. The more research is in a long time period the data obtained will be more complete and valid. The researcher will check the credibility by making observation to understand the phenomenon, and tracking the suitability and completeness of the results of the analysis.

b. Triangulation

Triangulation is a data validity checking technique utilize something else outside the data purposes checking or comparing

³⁹ Ahmad Tanzeh, (2011), *Metodologi Penelitian Praktis*, Yogyakarta: Teras, p. 169

data validity.⁴⁰ The application of this is the researcher compares the observational data with the outcome data interviews and data from related documentation. Therefore what is obtained from the data source can be tested if true compared to similar data obtained from other different sources. The triangulation used in this research combined the techniques of data collections there are interview and observation

⁴⁰ Sugiyono, (2009), *Memahami Penelitian Kualitatif*, Bandung: CV. Alfabeta, p.178

CHAPTER IV

DATA PRESENTATION, FINDING AND DISCUSSION

In this chapter, the researcher would like to present the data presentation, Findings and Discussion of the research.

A. Data Presentation

The researcher will present the result of interviews. The researcher have described in chapter III, the researcher will give the explanation about Simon Says Game to students in grade VIII-3 of MTS Madinatussalam, and give the students to play the game. After that the researcher interviews the students that related to the answers or students' perspectives in the questionnaires.

1. Interview

The researcher will present the result of the interviews. The researcher chooses eight students from grade eight students of VIII-3 at MTsS Madinatussalam Medan to do interview in order to know their perspectives about listening comprehension and Simon Says game for practicing their listening. The result of the interview can be seen in table 4.1

Table 4.1 Students' Interview Result

No.	Questions	Students' Answers in Interview			
		AN	RF	AW	KSY
1.	What do you think about Simon Says Game?	Simon Says Game is good. It's a very fun	I think Simon Says game is very fun.	It's very fun.	It's not fun. because I don't like run.

		game.			
2.	Does Simon Says Game makes you easier to practice Listening in a fun way?	Yes, because if we are using a game while we study, it's more fun.	Yes, because we use game when we study.	Yes, of course.	No. it makes me tired
3.	Does Simon Says Game motivate you to practice listening more often than usual?	Yes, of course.	Yes, I think so.	I think it can motivate me.	No.
4.	Does Simon Says Game make your class atmospheres' be active?	Absolutely yes. Very active! Because it makes us run.	Absolutely yes. Very active, because we are run.	Yes, it can make class atmospheres' be active.	Yes. It can make us active.
5.	Are you interested in playing	Yes, of course I am interest.	Yes, I am interest.	Yes, I am interest.	Maybe yes, maybe no. I'm

	Simon Says Game to practice listening?				confused.
6.	Why are you interested/not interested in playing the Simon Says Game to practice listening?	Because this game is very fun and nice. Because we should listen carefully and focus so we can touch the right things. So, automatically we understand what we listen.	Because this Simon Says game is very fun for me and my friends. It's very active when we play this. This game is very nice.	Because this Simon Says game is so much fun. It doesn't make me stress.	Because I don't like run. This game is very bored because we need to run with other friends to compete to touch the things that have been mentioned by Simon Says. I don't like making many moves. I am too lazy to

					make many moves.
--	--	--	--	--	------------------

From the result of the interview on the table above, we can see that most of students have positive feedbacks for Simon Says Game. the researcher makes interview to eight students as the representative of students in class VIII-3. Seven students have positive perspective about Simon Says game, and one student has negative feedback for Simon Says game. the researcher put only four students in the table because the researcher wants to make the table more compact. Another interview sheet or results are available in the appendixes page 55.

B. Findings

1. The English Listening Practice of Their Listening Comprehension Class

The first question in the interview is related to the students’ perspectives about the Listening comprehension itself. In the first question has four statements for students to choose about their opinion of listening comprehension class. The result can be seen in the figure 4.1.

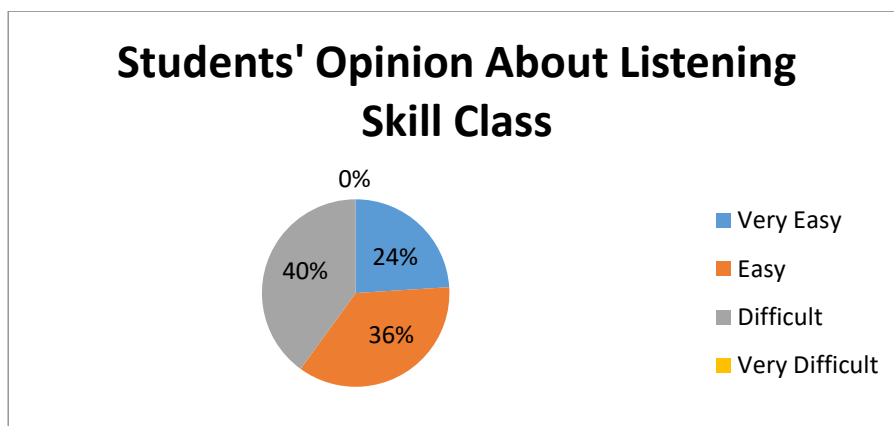


Figure 4.1

Figure 4.1 shows chart of the result of the four statements in order to find out the students' perspectives about the listening comprehension class. The first statement, there are 24% students have chosen "Very Easy" for their perspective about Listening comprehension class. The second statement, there are 36% students have chosen "Easy" for their perspective about Listening comprehension class. The third statement, there are 40% students have chosen "Difficult" for their perspective about Listening comprehension class. And the last statement, there is 0% students have chosen "Very Difficult", it means there is no student has chosen "Very Difficult" for their perspective about Listening comprehension class.

2. Students' Perspectives of Simon Says Game for Practice Their Listening

Next questions in the interview are about the students' perspectives of Simon Says Game for practicing their listening comprehension. Some of the questions in the interview are about students' perspectives of Simon Says Game for practicing their listening comprehension. In this part, there are four statements from the students that related to their perspectives of Simon Says Game for practicing their listening comprehension. The statements are "Very Fun", "Fun", "Not Fun" and "Boring". The result can be seen in figure 4.2.

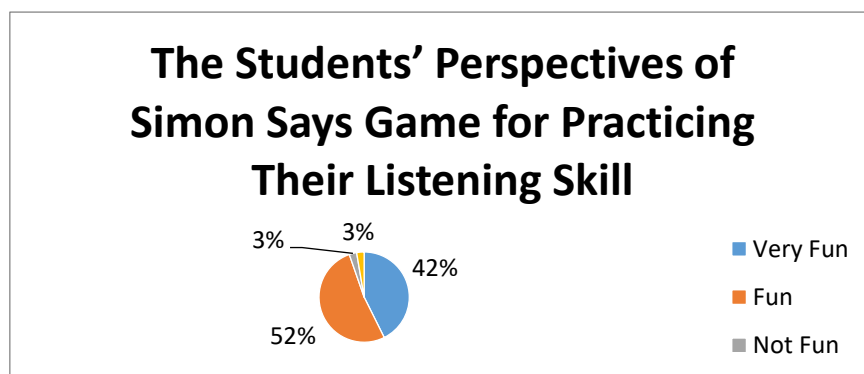


Figure 4.2

Based on the figure 4.2, students who choose “Very Fun” are 42%, students who choose “Fun” are 52%, students who choose “Not Fun” are 3% and students who choose “Boring” are 3%. The second statement is about student’s perspective of Simon Says Game. In their listening class, this is their first time experience trying Simon says game for practicing their Listening, and most of them said Simon Says Game is very fun. It means that students feel enjoy playing Simon Says Game for practicing their listening. The researcher also did interview to the students. Most of them said Simon says game is fun to play for their listening class. The students said:

This is our first time playing Simon Says Game for Listening class. Usually, when we have listening class, our teacher only read a story and we need to listen to the story. Also, we had listening to English song. I think Simon Says game is fun because we need to touch the things what “Simon” said, when we try to touch the things, we run together in the class and it’s so much fun.

But, not all students have the positive perspective about Simon Says Game. There is one student said that Simon Says Game is not fun. The student said that she was tired to run like other students to touch the things. As the researcher observation, this student is not an active student. She chooses to sit and quite all day long rather than be active like other students. When the researcher did interview to this students, she didn’t talk clearly. She couldn’t say her opinion, so the researcher tries to guess her opinion and asked to her and she just said yes.

The third statement is about their perspective whether Simon Says Game makes them easy to practice Listening in a fun way. Most of them said that they are very agree and agree to this statement. They said when playing Simon Says

Game, they need to focus to what the speaker a.k.a Simon said to touch the things. Because of that, they also try to remember the pronunciation of the words or vocabularies for be faster to reach the things. If they focus to listen and remember clearly to the word, they will be easier to know what things they need to touch next.

For the students who chose “Not really agree” and “Disagree” to this statement, they said this game make them tired to run for trying to reach the things first as fast as possible than the others. So they think this game just make them tired for students who doesn’t like to run. And because they don’t really like this game so it doesn’t make them easier to practice their listening in a fun way.

The fourth statement is about their perspective whether Simon Says Game make their class atmospheres’ be active. All of the students chose “Very agree” and “Agree” to this statement. They said from this game instruction, they need to listen and touch the things from what Simon says. So all the students in the class be active as they listen and run to touch the things as fast as possible.

3. Students Interest of Using Simon Says Game

The next questions in the interview are about the students’ interest of using Simon Says Game for practicing their listening comprehension. The result of students interest for playing Simon Says game can be seen in figure 4.3, and for students’ another option for practicing their listening comprehension can be seen in figure 4.4.

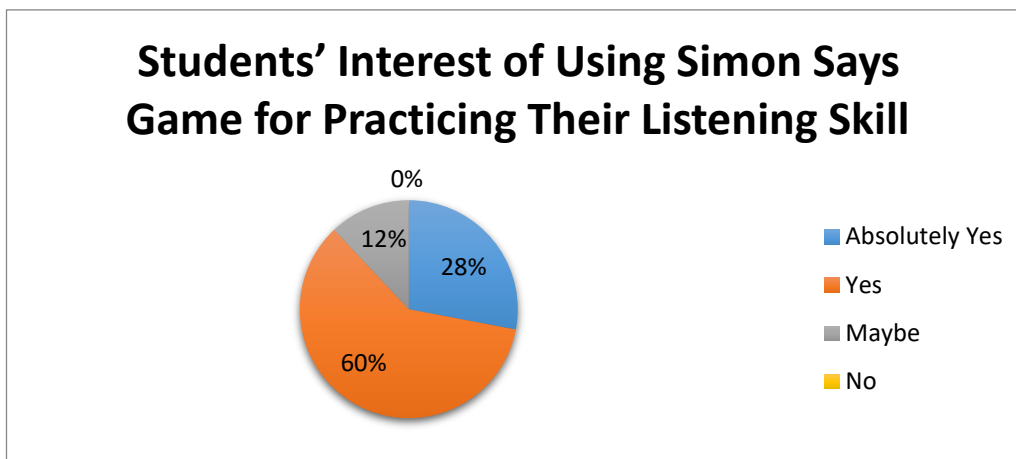


Figure 4.3

Based on the figure 4.3, students who choose “Absolutely Yes” are 28%, students who choose “Yes” are 60%, students who choose “Maybe” are 12%, and students who choose “No” are 0%, it means there is no students choose “No” for using Simon Says Game for practicing their listening. As the result in the figure 4.3, most of students in the class have positives feedback of their interest in using Simon Says Game for practicing their listening comprehension. It means they have interest in playing Simon Says Game for practicing their listening comprehension. The students said they are interest for playing Simon Says game for practicing their listening is because they think Simon says game is very fun to play and it’s very attractive too. Also, the instruction of this game is quiet simple, but they need to focus while listen to what Simon says. So it can train their listening and this game can be the new alternative for them to practice their English. (See the Appendix II page 53)

There is a pro there must be a cons. Although most of the students have positives feedback and perspective, there are also some students who have negative perspectives. They were hesitate to play Simon Says game for practicing their listening because they said they don’t like to run. They don’t like to make

many moves. And also they think Simon Says game can make they bumped each other with their friends because they are in a rushed to touch the things as what Simon says. (See the Appendix II page 53).

Related to their interest in playing Simon says game for practicing their listening, question number six in the questionnaire is about the alternative way for them to practice their English listening class. In question number six in the questionnaire, there are four statements, they are “Listening to the English song”, “Watching English movie”, “Playing Simon Says game” and “Another reason”. We can see the result in the figure 4.4.

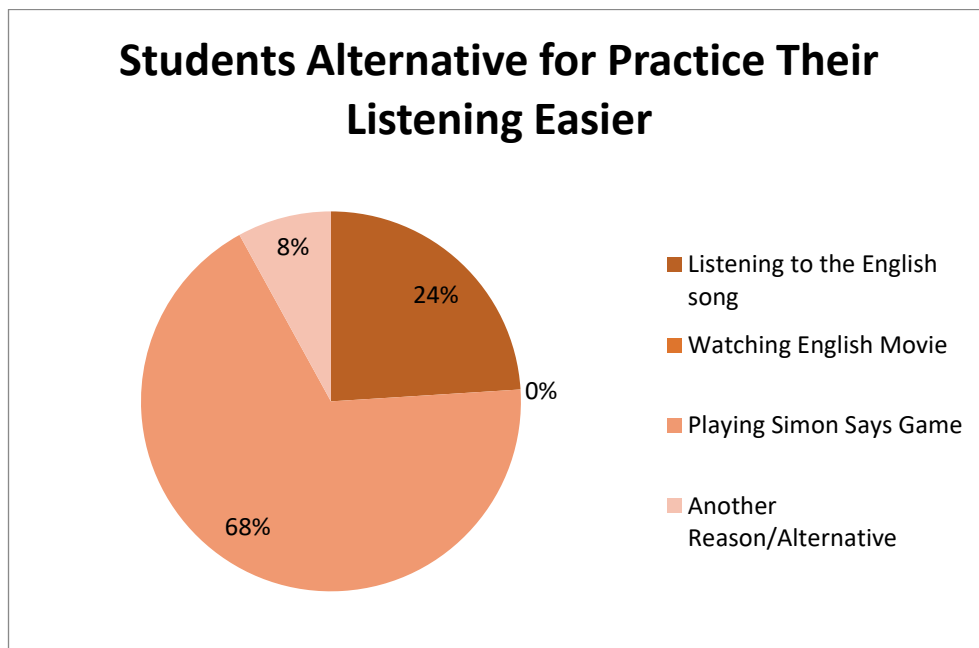


Figure 4.4

Based on the figure 4.4, students who choose “Listening to the English song” for their alternative for practicing their Listening easier are “24%”. Students who choose “Watching English Movie” for their alternative for practicing their listening easier are “0%”, it means no student choose this alternative for practicing their listening easier. Students who choose “Playing Simon Says game” for their

alternative for practicing their listening easier are “68%”, and students who choose “Another reason/Alternative” for practicing their listening easier are “8%”. Based on the result of the questionnaire in figure 4.4, we can see that most of students choose Simon says game as their alternative for practicing their English listening easier. They think that Simon Says game is very simple and fun to play, but it can practice their listening very well. Most of students doesn’t choose Listening to the English song and Watching English movie because they think it was difficult because they are not familiar to the words and they don’t understand the words. For students who choose another alternative, they choose to use the common way such as listen to their English teacher while their teacher read an English story from the book or even while their teacher is speaking English.

C. Discussion

Comparing to some relevant studies in chapter two, the first relevant study is “The Use of Missing Lyrics Game to Improve Students’ Listening comprehension” which written by Abdul Muhit, this study aims to know whether the students’ listening comprehension could be improved by using missing lyric and to know how the implementation of the game is. The second relevant study is “Using Games to Increase Students’ Participation in Listening Activity at SDN Pisangan Timur II” that written by Heri Yeni, this study aims to investigate the games that can be used to increase students’ participation in listening activity at elementary school. The third relevant study is “The Implementation of Simon Says game to Improve Students’ Vocabulary Mastery in Learning English” written by Abdul Muhsin Polem, this study aims to improve the students’ vocabulary mastery in learning English by using Simon Says game. The fourth

relevant study is “Improving Listening Comprehension through Interactive Games” written by Apriliah Dyah. The fourth relevant study aims to improve students’ listening comprehension in the seventh grade through interactive language games. The fifth relevant study is “Teaching Listening Comprehension Through ‘Listen and Draw’” written by Agung Ahmad. This study aims to improve students listening comprehension in descriptive by using Listen and Draw. Comparing to this research study, this research aims to find out students’ perspective of Simon Says game for practicing their listening class.

The First relevant study, the second relevant study, the third relevant study, the fourth relevant study, the fifth relevant study and this study have different learning method or game and basic English topic. The game of first relevant study is Missing Lyrics Game, the second relevant study is using some games in English, and the game of third relevant study and this study have same game which is Simon Says Game, The fourth relevant study uses some interactive games. The fifth relevant study uses Listen and Draw game. The first relevant study, second relevant study, the fourth relevant study, the fifth relevant study and this study have the same basic English topic which is Listening comprehension. The third relevant study has different basic English topic which is vocabulary mastery.

The design of the first relevant study is CAR. The writer of first relevant study obtains the data from observation, interview, test and questionnaire. The design of second relevant study is CAR too and the second relevant study is using observation and questionnaire to collect the data. The design of third and fourth relevant studies is Quantitative research. The design of fifth relevant study is case

study. The design of this study is Qualitative research. This study obtains the data from questionnaire and interview.

The result of the first relevant study shows that the implementation of the game is effective to improve students' listening comprehension. The result of the second relevant study shows that the use of games is effective to increase students' participation in listening activity. The result of third relevant study is proved to be successful for improving students' vocabulary mastery by using Simon Says game. The result of fourth and fifth relevant study shows that it proved to be successful. The result of this research shows that almost all students have positive perspectives in Simon Says Game for practicing their listening. They agree that Simon says game makes them easier to practice their listening in a fun way, make their class atmospheres' be active. They also said they are being attractive while playing this game for listening practice class.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher would like to present the conclusion and suggestions based on the result of the research that have been explained in the research findings and discussion presented in the previous chapter.

A. Conclusion

After analyzing the data, based on the result of the research, it could be concluded that most of students want to use the Simon Says Game to practice their listening. Because they think Simon says game is a simple game, but it is fun enough to play in their listening practice class. They think Simon Says game is very easy to play. Also, they think Simon Says game makes them very active so they are not boring in the class, but they still get the listening practice.

Students have positive perspectives in Simon Says game for practicing their listening. They think Simon Says game is very fun to play. They think Simon Says game is a simple and easy game but it is very good to practice their listening in a fun way, but they still can focus to practice their listening comprehension while playing this game. This game makes them more attractive and makes their class' atmospheres be active.

Usually, they practice their listening by listening to the English teacher while the teacher is reading the English story or just speaking English. After having experience in playing Simon Says Game for practicing their listening, they said that they can practice their listening easier in a fun way by playing Simon Says Game.

Moreover, students have interest in Simon Says game. They want to use Simon Says Game for practicing their listening. In proving that, they choose Simon Says Game as their alternative for practicing their Listening. They said because this game is a very simple and fun game, but it is a very good game for practicing their listening.

B. Suggestion

The researcher provides some suggestions for some parties. The suggestions are for English teacher, the students, and also the further researchers.

1. For English teacher, it is useful to apply some games in teaching and learning process to make the class more fun. English teacher needs to give more fun learning methods such as game in order to make students feel enjoy in learning English especially Listening practice. Simon Says Game can be the alternative for learning method to make students enjoy and happy in learning English.
2. For the students, students need to keep practicing your lesson regularly. Always feel spirit, active, motivated so students can understand the lesson easily.
3. For further researcher, According to the result of this research, most of students have positive perspectives toward Simon Says Game in their Listening class. This research is expected to inspire the further researchers to conduct the same field about Simon Says Game for listening class. The further researcher can conduct a study of the use of Simon Says Game in the other classes such as reading class, vocabulary class or speaking class.

REFERENCES

- Allen, M. Burley. (1995). *Listening: The Forgotten Comprehension*. New York: John Wiley & Sons, Inc
- Anderson. (2015). *Teaching English in Africa: A Guide to the Practice of English Language*. East Africa: Education Publish R Wanda Ltd
- Arikunto, Suharsimi. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Bird, D. K. (2009). *The Use of Questionnaire for Acquiring Information on Public Perception of Natural Hazards and Risk Mitigation a Review of Current Knowledge and Practice*. Sydney: Natural Hazards and Earth System Sciences.
- Bozorgian, Hossein and Hitendra Pillay. (2013). Enhancing Foreign Language Learning Through Listening Strategies. *International Journal of Instruction*, 6(1).
- Brown, H. Douglas. (2001). *Principles of Language Learning and Teaching*. White Plains, New York: Longman
- Brown, H. Douglas. (2001). *Teaching by Principle and Interactive Approach to Language Pedagogy*. New York: Longman Inc
- Daulay, Solihatul Hamidah. (2011). *Introduction to general linguistics*. Medan: La-Tansa Press
- Elliot, S. N., Kratochill T. R., J.L. Cook, & Travers J. F. (2000). *Educational Psychology: Effective Learning*. 3rd ed. Boston: McGraw Hill

- Gilakjani, Abbas Pourhosein and Narjes Banou Sabouri. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *Journal of English Language Teaching*, 9(6).
- Helgensen, M. and S. Brown. (2007). *Practical English Language Teaching*. New York: McGraw-Hill
- Lewis, Gordon and Günther Bedson. (2004). *Games for Children*. New York: Oxford University Press
- Miles, B. Mathew and Michael Huberman. (1992). *Analisis Data Kualitatif Buku Sumber Tentang Metode-Metode Baru*. Jakarta: UIP
- Muhit, Abdul. (2012). *The Use of Missing Lyric Game to Improve Students' Listening Comprehension (A Classroom Action Research at Second Grade of SMA Bakti Mulya 400 Jakarta)*. Jakarta: UIN Syarif Hidayatullah University Pendidikan Bahasa Inggris
- Moloeng, Lexy. (2010). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya
- Nazir, Moh. (2005). *Metode Penelitian*. Jakarta: Ghalia Indonesia
- Nation, I.P. & J. Newton. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge
- Paul, David. (2003). *Teaching English to Children in Asia*. Hong Kong: Pearson Education Asia Limited
- Polem, Abdul Muhsin. (2017). *The Implementation of Simon Say Game to Improve Students' Vocabulary Mastery in Learning English at MTs. LAboratorium UIN-SU MEDAN*. Medan: Universitas Islam Negeri Sumatera Utara Pendidikan Bahasa Inggris

- R. Aprilia Dyah. (2012). *Improving Listening Comprehension Through Interactive Games in The Seventh Grade Students At SMPN 2 KALASAN In The Academic Year of 2012/2013*. Yogyakarta: Universitas Negeri Yogyakarta Pendidikan Bahasa Inggris
- Rost, M. (2001). *Listening*. In R. Carter and D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press
- Roux, P. W. (2014). English as an International Language: The Debate Continues. *Journal of Polyglossia*, 26(3).
- Sirbu, A. (2004). The Significance of Language As a Tool of Communication. Mircea cel Batran. *Journal of Noval Academy Scientific Bulletin*, 18(2).
- Spratt, Pulverness M. and Williams M. (2005). *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press
- Sugiyono. (2006). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta
- Sugiyono. (2009). *Memahami Penelitian Kualitatif*. Bandung: CV. Alfabeta
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Suwartono. (2014). *Keaktifan Belajar Siswa*. Yogyakarta: Andi
- Syahida, Agung Ahmad. (2012). *Teaching Listening Comprehension Through "Listen and Draw"*. Bandung: STKIP Siliwangi Pendidikan Bahasa Inggris
- Tanzeh, Ahmad. (2011). *Metodologi Penelitian Praktis*. Yogyakarta: Teras
- Wilson, JJ. (2010). *How To Teach Listening*. Malaysia: Pearson Longman

- Woottipong, Kretsai. (2014). Effect of Using Video Materials In The Teaching of Listening Comprehension For University Students. *International Journal of Linguistics*, 6(4).
- Yeni, Heri. (2009). *Using Games to Increase Students' Participation in Listening Activity at SDN Pisangan Timur II*. Jakarta: Universitas Negeri Jakarta Pendidikan Bahasa Inggris
- Zimmer, Amy Buttner. (2015). *Activities, Games, and Assessment Strategies for the World Languages Classroom*, First published. Third Avenue, New York: NY 10017
- Zuriah, Nurul. (2007). *Metodologi Penelitian Sosial dan Pendidikan: Teori dan Aplikasi*. Jakarta: PT. Bumi Aksara

List of Appendix

Appendix	Title
Appendix I	Interview Sheet with Student

Questions in Interview:

1. What do you think about Simon Says Game?
2. Does Simon says game make you easier to practice Listening in a fun way?
3. Does Simon Says game motivate you to practice listening more often than usual?
4. Does Simon Says game make your class atmospheres' be active?
5. Are you interested in playing the Simon Says game to practice listening?
6. Why are you interested in playing the Simon Says game to practice listening?

Appendix II

Interview script with students

Students who have positive and negative opinion

(I)

- The researcher : Good Morning, Anisa
- Student I : Good Morning, Miss Anggi
- The researcher : Kamu sudah pernah dengar tentang permainan Simon Says game sebelumnya? Atau kamu sudah pernah main Simon Says Game dikelas?
- Student I : Belum miss, ini pertama kalinya kemaren pas miss kasih tau sama miss kasih suruh main di kelas.
- The Researcher : oh, iya. Menurut kamu permainan Simon Says Game itu bagaimana?
- Student I : Enak miss, Seru sekali miss.
- The researcher : Apakah permainan Simon Says Game ini membuat kamu lebih mudah dalam belajar Listening (mendengarkan) B. Inggris di cara yang lebih menyenangkan?
- Student I : Iya miss, karena kan kalau belajar sambil bermain itu lebih menyenangkan.
- The Researcher : oke, jadi, apa menurut kamu permainan ini lebih memotivasi kamu untuk melatih listening kamu lebih sering dari biasanya?
- Student I : iaa miss, tapi kalau main game ini aja.
- The researcher : menurut kamu, apakah permainan Simon Says Game ini membuat suasana kelas kamu jadi aktif?
- Student I : iya miss, sangat aktif, karena lari-lari.
- The Researcher : jadi, apa kamu tertarik untuk bermain Simon Says Game lagi untuk melatih pendengaran?
- Student I : iya miss, tertarik
- The researcher : kenapa kamu tertarik?
- Student I : karena permainan Simon Says Game ini sangat seru dan bagus. Karena cara bermainnya harus mendengarkan dengan baik dan benar dan juga harus focus supaya bisa

menyentuh barang yang tepat. Jadi kita otomatis mengerti apa yg di dengarkan.

The researcher : oke, terimakasih Anisa

Student I : sama-sama miss

(II)

The researcher : Good Morning, Nuraini

Student II : Good Morning, Miss..

The researcher : Kamu sudah pernah dengar tentang permainan Simon Says game sebelumnya? Atau kamu sudah pernah main Simon Says Game dikelas?

Student II : Belum miss, baru pertama kalinya.

The Researcher : oh, iya. Menurut kamu permainan Simon Says Game itu bagaimana?

Student II : cukup seru miss.

The researcher : Apakah permainan Simon Says Game ini membuat kamu lebih mudah dalam belajar Listening (mendengarkan) B. Inggris di cara yang lebih menyenangkan?

Student II : Iya miss, karena lebih mudah kalau sambil bermain.

The Researcher : oke, jadi, apa menurut kamu permainan ini lebih memotivasi kamu untuk melatih listening kamu lebih sering dari biasanya?

Student II : iya miss, lumayan memotivasi.

The researcher : menurut kamu, apakah permainan Simon Says Game ini membuat suasana kelas kamu jadi aktif?

Student II : iya miss, karena lari-lari dan membuat lincah.

The Researcher : jadi, apa kamu tertarik untuk bermain Simon Says Game lagi untuk melatih pendengaran?

Student II : iya, tertarik

The researcher : kenapa kamu tertarik?

Student II : karena bermain Simon Says Game ini dapat melatih pendengaran, dan agar melatih kelincahan dan agar cepat tanggap. Kalau dengan cara bermain game ini kita mudah

mengerti karena kita harus fokus dengan apa yang dibilang Simon, lalu kita harus menyentuh barangnya. Kalau dengan menonton film itu susah apalagi dengan mendengarkan lagu bahasa inggris, saya tidak paham

The researcher : oke, terimakasih Nuraini

Student II : sama-sama miss

(III)

The researcher : Selamat pagi, Rafi

Student III : Selamat Pagi miss

The researcher : Kamu sudah pernah dengar tentang permainan Simon Says game sebelumnya? Atau kamu sudah pernah main Simon Says Game dikelas?

Student III : Belum miss, baru dengar dan baru coba

The Researcher : oh, iya. Menurut kamu permainan Simon Says Game itu bagaimana?

Student III : menurut saya Simon Says Game ini seru, miss.

The researcher : Apakah permainan Simon Says Game ini membuat kamu lebih mudah dalam belajar Listening (mendengarkan) B. Inggris di cara yang lebih menyenangkan?

Student III : Iya miss, lebih mudah karena sambil bermain.

The Researcher : oke, jadi, apa menurut kamu permainan ini lebih memotivasi kamu untuk melatih listening kamu lebih sering dari biasanya?

Student III : iya miss, menurut saya begitu.

The researcher : menurut kamu, apakah permainan Simon Says Game ini membuat suasana kelas kamu jadi aktif?

Student III : iya miss, sangat aktif, karena lari-larian.

The Researcher : jadi, apa kamu tertarik untuk bermain Simon Says Game lagi untuk melatih pendengaran?

Student III : iya miss, tertarik

The researcher : kenapa kamu tertarik?

Student III : karena permainan Simon Says Game ini sangat menyenangkan bagi saya dan kawan saya. Bermainnya sangat aktif. Pokoknya game simon says paling enak

The researcher : oke, terimakasih Rafi

Student III : sama-sama miss

(IV)

The researcher : Good Morning, Rifat

Student IV : Good Morning, Miss Anggi

The researcher : Kamu sudah pernah dengar tentang permainan Simon Says game sebelumnya? Atau kamu sudah pernah main Simon Says Game dikelas?

Student IV : Belum miss.

The Researcher : oh, iya. Menurut kamu permainan Simon Says Game itu bagaimana?

Student IV : Sangat seru miss.

The researcher : Apakah permainan Simon Says Game ini membuat kamu lebih mudah dalam belajar Listening (mendengarkan) B. Inggris di cara yang lebih menyenangkan?

Student IV : Iya miss, sangat setuju.

The Researcher : oke, jadi, apa menurut kamu permainan ini lebih memotivasi kamu untuk melatih listening kamu lebih sering dari biasanya?

Student IV : iya miss, cukup memotivasi saya.

The researcher : menurut kamu, apakah permainan Simon Says Game ini membuat suasana kelas kamu jadi aktif?

Student IV : iya miss, sangat aktif, karena lari-lari.

The Researcher : jadi, apa kamu tertarik untuk bermain Simon Says Game lagi untuk melatih pendengaran?

Student IV : iya miss, tertarik

The researcher : kenapa kamu tertarik?

Student IV : karena saya suka lari-lari

The researcher : oke, terimakasih Rifat
Student IV : sama-sama miss

(V)

The researcher : Selamat pagi, Rafi
Student V : Selamat Pagi miss
The researcher : Kamu sudah pernah dengar tentang permainan Simon Says game sebelumnya? Atau kamu sudah pernah main Simon Says Game dikelas?
Student V : Belum miss, baru dengar dan baru coba
The Researcher : oh, iya. Menurut kamu permainan Simon Says Game itu bagaimana?
Student V : menurut saya Simon Says Game ini seru, miss.
The researcher : Apakah permainan Simon Says Game ini membuat kamu lebih mudah dalam belajar Listening (mendengarkan) B. Inggris di cara yang lebih menyenangkan?
Student V : Iya miss, lebih mudah karena sambil bermain.
The Researcher : oke, jadi, apa menurut kamu permainan ini lebih memotivasi kamu untuk melatih listening kamu lebih sering dari biasanya?
Student V : iya miss, menurut saya begitu.
The researcher : menurut kamu, apakah permainan Simon Says Game ini membuat suasana kelas kamu jadi aktif?
Student V : iya miss, sangat aktif, karena lari-larian.
The Researcher : jadi, apa kamu tertarik untuk bermain Simon Says Game lagi untuk melatih pendengaran?
Student V : iya miss, tertarik
The researcher : kenapa kamu tertarik?
Student V : karena permainan Simon Says Game ini sangat menyenangkan bagi saya dan kawan saya. Bermainnya sangat aktif. Pokoknya game simon says paling enak
The researcher : oke, terimakasih Rafi

Student V : sama-sama miss

(VI)

The researcher : Good Morning, Mhd Aulia

Student VI : Good Morning, Miss Anggi

The researcher : Kamu sudah pernah dengar tentang permainan Simon Says game sebelumnya? Atau kamu sudah pernah main Simon Says Game dikelas?

Student VI : saya rasa belum miss.

The Researcher : oh, iya. Menurut kamu permainan Simon Says Game itu bagaimana?

Student VI : membuat heboh miss, karena lari-lari

The researcher : Apakah permainan Simon Says Game ini membuat kamu lebih mudah dalam belajar Listening (mendengarkan) B. Inggris di cara yang lebih menyenangkan?

Student VI : Iya betul miss.

The Researcher : oke, jadi, apa menurut kamu permainan ini lebih memotivasi kamu untuk melatih listening kamu lebih sering dari biasanya?

Student VI : lumayan miss.

The researcher : menurut kamu, apakah permainan Simon Says Game ini membuat suasana kelas kamu jadi aktif?

Student VI : aktif sekali miss

The Researcher : jadi, apa kamu tertarik untuk bermain Simon Says Game lagi untuk melatih pendengaran?

Student VI : tertarik miss

The researcher : kenapa kamu tertarik?

Student VI : karena permainan Simon Says sangatlah mudah untuk mengaktifkan murid-murid dikelas dan menambah ilmu lebih dalam dan luas karena melatih pendengaran saya.

The researcher : oke, terimakasih Aulia

Student VI : sama-sama miss

(VII)

- The researcher : Good Morning, Alwi
- Student VII : Good Morning, Miss Anggi
- The researcher : Kamu sudah pernah dengar tentang permainan Simon Says game sebelumnya? Atau kamu sudah pernah main Simon Says Game dikelas?
- Student VII : kayaknya belum miss.
- The Researcher : oh, iya. Menurut kamu permainan Simon Says Game itu bagaimana?
- Student VII : sangat menyenangkan
- The researcher : Apakah permainan Simon Says Game ini membuat kamu lebih mudah dalam belajar Listening (mendengarkan) B. Inggris di cara yang lebih menyenangkan?
- Student VII : iya miss
- The Researcher : oke, jadi, apa menurut kamu permainan ini lebih memotivasi kamu untuk melatih listening kamu lebih sering dari biasanya?
- Student VII : bisa miss.
- The researcher : menurut kamu, apakah permainan Simon Says Game ini membuat suasana kelas kamu jadi aktif?
- Student VII : iyaa, aktif miss.
- The Researcher : jadi, apa kamu tertarik untuk bermain Simon Says Game lagi untuk melatih pendengaran?
- Student VII : tertarik miss
- The researcher : kenapa kamu tertarik?
- Student VII : karena menurut saya permainan simon says sangat seru dan tidak membuat stress.
- The researcher : oke, terimakasih Alwi
- Student VII : sama-sama miss

(VIII)

The researcher : Good Morning, Kheisyah

Student VIII : Good Morning, Miss Anggi

The researcher : Kamu sudah pernah dengar tentang permainan Simon Says game sebelumnya? Atau kamu sudah pernah main Simon Says Game dikelas?

Student VIII : belum miss, baru ini

The Researcher : oh, iya. Menurut kamu permainan Simon Says Game itu bagaimana?

Student VIII : tidak menyenangkan, miss, karena saya tidak suka lari-lari.

The researcher : Apakah permainan Simon Says Game ini membuat kamu lebih mudah dalam belajar Listening (mendengarkan) B. Inggris di cara yang lebih menyenangkan?

Student VIII : tidak miss, ini membuat saya capek.

The Researcher : oke, jadi, apa menurut kamu permainan ini lebih memotivasi kamu untuk melatih listening kamu lebih sering dari biasanya?

Student VIII : tidak miss.

The researcher : menurut kamu, apakah permainan Simon Says Game ini membuat suasana kelas kamu jadi aktif?

Student VIII : iya, aktif miss

The Researcher : jadi, apa kamu tertarik untuk bermain Simon Says Game lagi untuk melatih pendengaran?

Student VIII : mungkin iyaa mungkin tidak miss, saya ragu miss

The researcher : kenapa kamu ragu?

Student VIII : karena saya tidak suka lari. Game ini sangat membosankan karena kita harus lari-lari bersama teman yang lain untuk berlomba-lomba menyentuh barang yg disebutkan Simon Says game. Saya tidak suka banyak bergerak. Saya malas bergerak banyak

The researcher : oke, terimakasih Kheisyah

Student VIII : sama-sama miss

DOCUMENTATION



Introducing Simon Says Game to students in grade VIII-3 of MTsS



Students VIII-3 first day trying Simon Says Game



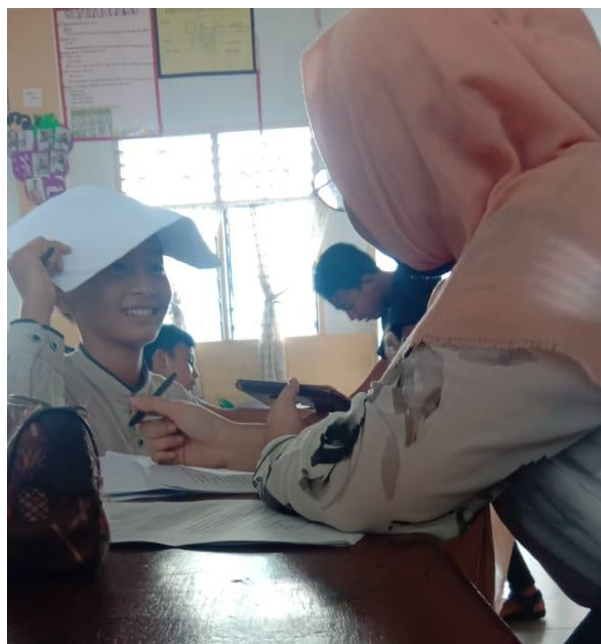


Day 2 trying Simon Says Game





Day 3 playing Simon Says Game



Interview Session with Students



Last day, Giving Souvenir



With Miss Dini, S.Pd., as English teacher in MTsS Madinatussalam

Schools' Building

