

**THE USE OF “SIMON SAYS” GAME IN ENRICHING STUDENT’S
VOCABULARY AT SMP Neg. 12 MAKASSAR**



A THESIS

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Partial Fullfilment of Requirement to Obtain Sarjana Degre In English
Departement**

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ENGLISH LITERATURE

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AT SMP Neg. 12 MAKASSAR

BY

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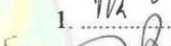
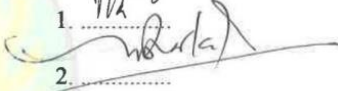

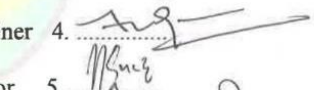
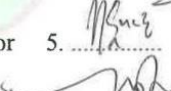
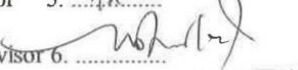
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AGREEMENT

On Friday, January 13th 2023, the Board of Thesis Examination has kindly approved a thesis by Wa Napra (F041181351) entitled “The Use of “ Simon Says” Game in Enriching Students’ Vocabulary at SMP Neg. 12 Makassar ” submitted in fulfillment one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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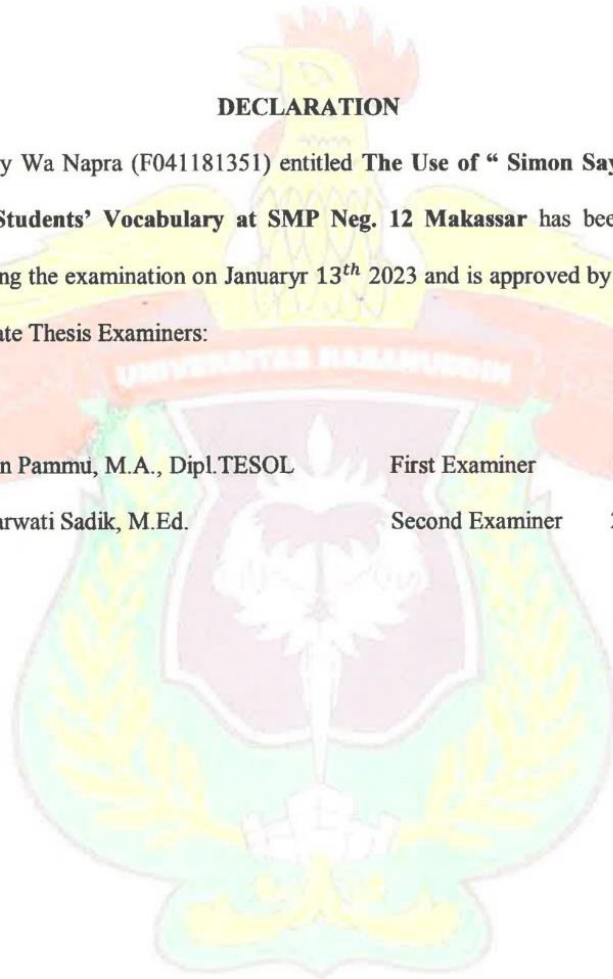
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DECLARATION

The thesis by Wa Napra (F041181351) entitled **The Use of “ Simon Says” Game in Enriching Students’ Vocabulary at SMP Neg. 12 Makassar** has been revised as advised during the examination on January 13th 2023 and is approved by the Board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people’s ideas except the quotations and references.

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This thesis is structured to meet the requirements for obtaining a Bachelor's degree in English Literature, Hasanuddin University.

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The Researcher

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ABSTRACT

WA NAPRA. 2022. *The Use of "Simon Says" Game in Enriching Students' Vocabulary at SMP Neg. 12 Makassar*. Supervised by Dra. Nasmilah, M.Hum, Ph.D and Dra. Marleny Rajuni, M.Ed..

The objective of this research was to determine whether teaching technique through the game "Simon Says" can enrich the vocabulary of class VII-1 students of SMP Neg. 12 Makassar. The method used in this research is qualitative and quantitative, qualitative were analyzed from observation sheets, from the results of interview with researcher as well, as photographic evidence, and quantitative data contained a vocabulary test which could be divided into pre-test and post-test. The instruments used in this research are pre-test and post-test, interviews, observation and photography. Student scores in the final test were greater than in the initial test, the average pre-test was 49.375, the post-test cycle I averaged 75, the post-test cycle II averaged 85.625. Students who scored above 75 in the post test cycle II totaled 28 students (87.8%) out of 32 students, while students who are still below the average are only 4 people, it is meaning that students experienced an increase of 28.25%. To test the hypothesis, the t -test formula is used. It can be seen that the calculated coefficient (0.6432) with a fact level = 0.05 is (2.039). The alternative hypothesis (H_a) states that the "Simon Says" game can enrich the accepted students' vocabulary. It can be seen from the observation sheet and photography that the students are very enthusiastic, happy, and active in learning using the "Simon Says" game, so that students' vocabulary increases due to motivation in learning English increased

Keywords : "Simon Says" Game, Enrich Students' Vocabulary

ABSTRAK

WA NAPRA. 2022. *The Use of “Simon Says” Game in Enriching Students’ Vocabulary at SMP Meg. 12 Makassar*. Supervised by Dra. Nasmilah, M.Hum, Ph. D and Dra. Marleiny Radjuni, M.Ed.

Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik pembelajaran melalui permainan “Simon Says” dapat memperkaya kosa kata siswa kelas VII-1 SMP Neg. 12 Makasar. Metode yang digunakan dalam penelitian ini adalah kualitatif dan kuantitatif, kualitatif dianalisis dari lembar observasi, dari hasil wawancara dengan peneliti juga, sebagai bukti fotografi, dan data kuantitatif berisi tes kosa kata yang dapat dibagi menjadi pre-test dan post-test. . Instrumen yang digunakan dalam penelitian ini adalah pre-test dan post-test, wawancara, observasi dan fotografi. Nilai siswa pada tes akhir lebih besar dari pada tes awal, rata-rata pretes 49,375, postes siklus I rata-rata 75, postes siklus II rata-rata 85,625. Siswa yang mendapat nilai di atas 75 pada post test siklus II berjumlah 28 siswa (87,8%) dari 32 siswa, sedangkan siswa yang masih dibawah rata-rata hanya 4 orang, artinya siswa mengalami peningkatan sebesar 28,25%. Untuk menguji hipotesis digunakan rumus t_{test} . Terlihat bahwa koefisien hitung (0,6432) dengan taraf fakta = 0,05 adalah (2,039). Hipotesis alternatif (H_a) menyatakan bahwa permainan “Simon Says” dapat memperkaya kosa kata siswa yang diterima. Terlihat dari lembar observasi dan fotografi bahwa siswa sangat antusias, senang, dan aktif dalam pembelajaran menggunakan permainan “Simon Says”, sehingga kosa kata siswa bertambah karena motivasi dalam belajar bahasa Inggris meningkat

Kata kunci : Permainan “Simon Says”, Memperkaya Kosakata Siswa

CHAPTER I

INTRODUCTION

This chapter consists of background of study, identification of problem, scope of problem, research question, objective of the study, significance of the study, and sequence of study.

1.1 Background of Study

Language is one of the most important aspects in our life. Language is used to communicate between humans. Especially those who cannot build mutual awareness. For example, Indonesian is the unifying language among the many languages in Indonesia, therefore it is very important to learn Indonesian as an Indonesian. So it is with English, English is the number 1 language in the world or an international language, English is important to use, so that we can communicate with many people around the world, not only that English can also make it easier for us to get a job especially in modern times like now. That is why learning English is very important for humans as social beings.

In English, there are four skills that should be mastered, they are listening, speaking, reading, and writing. In mastering a language, vocabulary is one of English components that must be taught to the learners, because vocabulary has the primary role in a language. Lundquist (2008 : 8) says two skill areas must be emphasized if you want to learn to speak English fluently. The first is memory

(which is involved in both vocabulary and syntax) and the second is proprioceptive responses (which are involved in both pronunciation and syntax).

The most important thing in learning English fluently is mastering vocabulary, Wardani (2015: 133). By having a lot of vocabulary, we can improve our English skills. As vocabulary coaching is very important in language learning not only because it has a close correlation with the intellectual maturity of students but also the fact that it is very helpful in enriching students' vocabulary and the four language skills.

In this case, the first thing that must be mastered in learning a language, especially English, is vocabulary. Talking about vocabulary, we can find that many students find it difficult to improve vocabulary because the teaching techniques from the teacher are sometimes less interesting and students tend to feel bored because they only learn by memorizing vocabulary by rewriting the vocabulary written by the teacher on the blackboard. Looking back at the case above, it will raise questions in our minds how to attract students' attention to learning English and improve their vocabulary.

This study investigates the vocabulary part because in teaching English for the Basic level emphasizes vocabulary as the basis of knowledge as a beginner. In accordance with the research through “Simon says” Game, teaching vocabulary

specifically with enjoy conditions so that students do not feel bored anymore so they can improve their vocabulary. In this study, the researcher will use the pre-test and post-test to determine the increase in students' vocabulary before and after using this method. What distinguishes my research from previous research is that previous research examined how to increase vocabulary and previous researchers examined the four English skills through games, while my research examined how to enrich vocabulary and focused more on one study, namely vocabulary only, and the difference was in the research location, where my research location has not been researched with the same title and problem

Concerning the explanation above, teaching English needs some techniques in order the students to have spirit and mastery of vocabulary. One of techniques in teaching vocabulary is games. Mc. Callum (1980:IX) says that games can be one of the highest motivating techniques.

Based on the statements above, the researcher concluded that game can be applied in vocabulary teaching because games are highly motivating students in learning. Therefore, the researcher has motivation use of “Simon Says” Game to enriching students' vocabulary at SMP Neg. 12 Makassar.

1.2 Identification of Problem

Based on what the researcher wrote in the background of the research on the application of the “Simon Says” Game in enriching students' vocabulary in

English learning at SMP Neg. 12 Makassar. Researcher can identify problems related to this research,

1. The students ability in memorizing vocababulary is low
2. The students often find it difficult to understand English text and to make English sentences, because they have limited vocabulary.
3. The students motivation is less in learning english vocabulary

1.3 Scope of problem

In this research, researcher will be focused on the use of Simon Says Game to enriching students' vocabulary, especially in terms of verbs and nouns. verbs consist of verbs 1 and nouns consisting of names of animals, buildings and names of objects around such as in the school and home environment.

1.4 Research Question

Based on the background above, so the writer formulates of the research question as in the following

1. How does “Simon Says” Game enrich the students vocabulary at SMP Neg. 12 Makassar ?
2. How do the students perceive about “Simon Says” game ?

1.5 Objective of the Study

The objective of the study based on a number of questions, namely :

1. To reveal the improvement of the student ts vocabulary after using “Simon Says” Game at SMP Neg. 12 Makassar.
2. To describe the students' perception of enriching their vocabulary about the use of “Simon Says” Game in SMP Neg. 12 Makassar.

1.6 Significance of the Study

The results of this research are expected to be useful theoretically and practically :

1. Theoretical

This research is to enrich the teaching of students' English vocabulary.

2. Practical :

- a. For students, this research is expected to be useful so that students are more interested and motivated in enriching vocabulary.
- b. For teachers, this research is expected to be useful for English teachers as an alternative technique to enrich students' vocabulary.
- c. For future researchers, the research is expected to be useful for interested in conducting relevant research with various research objects.

1.7 Sequence of Chapter

The research consists of five chapters. Chapter one discusses the Introduction which consists of background of the study, identification of problem, scope of problem, research question, objective of the study, and significance of the study. Chapter two discusses the literature review. It consists of several previous studies relevan as this research and some of the explanations used in this study. Chapter there contains a methodology that explains what methods researchers use

in analyzing vocabulary, including data analysis methods and research procedures. Chapter four discusses findings and the discussion of the findings. The last chapter consists of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

The researcher found several previous studies, namely from a thesis that was almost the same as the same research problem, namely about improving vocabulary :

1. The first research relevant to this research was conducted by I Ketut Purnata (2013) ; Teaching vocabulary using guessing games for grade VII students of SMP 4 Pupuan in the 2012/2013 school year. Based on the results of the study, it can be concluded that the game of guessing can improve vocabulary mastery of VII grade students of SMP N 4 Pupuan in the 2012/2013 school year. Shows the extent to which t he vocabulary mastery of the subjects under study is achieved when taught by using guessing games. In other words, guessing games can significantly improve students' vocabulary mastery.
2. The second research relevant to this research was conducted by Imas Febriyansyah (2015) ; Improve students' vocabulary mastery through the bingo game for class X students of SMAN 4 Purworejo for the 2014/2015 academic year. The results shows that the vocabulary mastery of class X students of SMAN 4 Purworejo increased through the use of bingo games.
3. The three study which has relevance with this research was conducted by Siska Yuliana (1997) ; improving students' vocabulary by using riddles game at the second grade students of MTs Miftahul Ulum. The researcher, in her study used classroom action researcher where she took one class consisted of 32 students

as the sample with 3 cycles. And the result of her research shows that so riddles game effective used in teaching vocabulary to improve students' vocabulary .

2.2 The Definition of Vocabulary

Based on the background explanation above, vocabulary is very important for someone who wants to learn a language. In a person's language life, vocabulary has a very important role, both language as a thought process and as a means of communication in society. Vocabulary is a basic tool owned by someone who is going to learn a language because vocabulary functions to form sentences, expresses thoughts and feelings perfectly, both orally and in writing.

Burhan Nurgiyantoro (2001: 213) says that vocabulary is the richness of words that are owned by a language. According to David L. Shepherd, said that vocabulary is one of the most important parts of language development, it means that language development depends on the number of words one has.

Laufer (1997:54) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language.

2.2.1 The Importances of Vocabulary

Vocabulary is one of the language components which has the most important role in the mastery of the four language skills. Wilkins wrote that "The fact is that without grammar there is very little to convey, without words there is nothing to convey." So in this case vocabulary is very important in communication. We cannot communicate with other people in a certain language if we do not know many words in that language. Because vocabulary is the initial goal of someone who wants to learn a language, increasing our vocabulary can improve our language skills such as listening, speaking, reading, and writing.

There are several factors why vocabulary is important:

1. Vocabulary is needed as a means of communication.
2. Vocabulary is a basic skill for communication; people wouldn't be able to communicate easily without realizing it. This means that vocabulary is a basic skill in communication that must be learned. Vocabulary can help students master four language skills, namely listening, speaking, reading and writing.
3. Vocabulary can help students convey their thoughts, feelings, and needs to others.
4. Learning a few words and phrases in a new language allows people to start communicating at once. This means that vocabulary is needed in all languages to communicate.

5. Vocabulary is the way we acquire, and then access, new knowledge. This means that vocabulary can be used as a key to unlocking knowledge.

Based on the explanation above, it can be concluded that vocabulary is the beginning to make it easier for students to understand and apply English in the world of education and daily communication. Therefore, the writer really wants to enrich the vocabulary Students' SMP Neg. 12 Makassar uses the "Simon Says" Game technique

2.2.2 Types of Vocabulary

Word knowledge can be of two types :

- Productive or accomplished
- Receptive or accepting.

However, it is very often observed that no perfect division is made between productive knowledge which is also known as attainment knowledge and receptive knowledge also known as acceptance. It has been observed that a person's receptive vocabulary is greater than productive vocabulary.

For example : a student who is unable to speak, write or gesture can follow a number of instructions given in the language he used to. But when children learn to speak, sign, write, vocabulary becomes active. Therefore, it can be said that productive

vocabulary is words that are produced by referring to a suitable point of view and the word or vocabulary must conform to the connotation imagined from the speaker. Receptive vocabulary is the words or vocabulary that we hear or that we receive from other people in the language we speak. Between the productive and receptive divisions there are various kinds of abilities which are often referred to as the degree of knowledge.

This shows that the more we increase our word knowledge, the more words that enter our vocabulary. Approximately the stages of word knowledge can be explained as: Not a word was heard. Heard the word but can't describe it, the word can be recognized from perspective or sound be able to use and understand the general meaning of words, but can't really describe them Confirm the meaning and usage of the word. There are four types of vocabulary: Listen Talks Reading Writing.

Based on the explanation above it can be seen that, the writer will focus of doing research SMP Neg. 12 Makassar in content words category

2.2.3 Vocabulary Enriching

The enriching vocabulary knowledge, students can communicate more clearly. In addition, learning new words is a fun activity because it can be done with the people around you. Therefore , I used the game "Simon Says" to enrich the

words of students' SMP Neg. 12 Makassar, to learn new words. The technique of using games will further motivate them to learn new words without feeling bored. By using the game it will be more challenging to find new words in each game that is played. As well as Talking with other people can help Students to find new words. Students can find ways to strengthen the use of English by using the "Simon Says" Game. Because according to researchers from previous articles, the most powerful way to enriching vocabulary is a challenging game related to the languages you want to learn. In addition, students are required to practice using these new words, both in writing and orally as well as with family and friends.

2.3 Simon Says Game

It has been proven by some educational experts that the game "Simon Says" Game is the number one game that can enrich English words. Beside being able to enrich vocabulary, learning through games is very helpful for student motivation in learning. Therefore researcher interested in doing research using this game.

According to "Simon Says" Game is a game that children like to play, but it is an effective language learning exercise because it is based on speaking and listening and carrying out actions based on simple sentences" (Holmes 2003 : 16)

According to Anderson in his book it is written that "Simon is hot is a popular game that is played all over the world" (Anderson: 2015). This means that

most people have seen the game "Simon said". And according to Amy Buttner Zimmer in his book writes that "Simon says" is a good way to make students actively review vocabulary" (Zimmer: 2015). In this case, the game "Simon says" is suitable for students who want to learn or enrich vocabulary.

2.3.1 The Role of Simon Says Game

Talking about the role of "Simon Says" Game, a teacher or student stands in front of the class and is the leader or Simon. Simon tells students what to do, and students should just follow directions. If Simon Says stated before order. If students follow the instructions and Simon Say is not named, they have to sit down and head out for the round. Simon can try to confuse participants by telling them to take one action while showing a different action (Zimmer ; 2015). This means Simon can say something and then take a different action.

From the above statement it can be concluded that Simon's role play says all students are expected to do and do what Simon says and students are not expected to do and do what Simon does not say.

2.3.2 Simon Says Game for Teaching Vocabulary

One person is appointed as Simon, the others are the players. Standing at the front of the group, Simon tells the players what they have to do. However, players can only obey orders that start with the word "Simon Says". If Simon says, "Simon

says touch your nose," then the player has to touch his nose. However, if Simon just says, "jump," without first saying "Simon says," the player must not jump. Follow the directions and keep playing as long as possible. The last player standing wins and becomes the next Simon. That way students will take turns in becoming Simon, in this way without realizing the vocabulary will continue to grow. Based on the above statement this game can enrich students' vocabulary while playing.

2.3.3 Teaching “Simon Says” Game

Simon Said (Simon Says) is a fun game besides enriching vocabulary, it can also train students' hearing. This game is very simple, but quite challenging.

In teaching, the teacher must do the following ways :

1. The teacher gathers the players. Usually, all the players are standing all the way through the game. However, students can sit if they are not strong enough to continue to stand.
2. Teacher determines one student to act as Simon or ask students who are willing to be simon (if there is no teacher can act as Simon). Simon will then stand in front and face all the participants in the game.
3. The teacher tells the role of Simon. Simon is the leader and commander of the listening group. Simon gave orders to all the participants. Orders can be given in two ways: beginning with "Simon said ..." or saying the command directly. Depending on how Simon pronounced the orders, the participants either obeyed or ignored the orders. Simon eliminates all listeners who have falsely obeyed or ignored orders.

4. The teacher tells the listener's role. The listener should listen carefully to Simon's commands and then carry them out. If Simon begins the command with "Simon says ...", the participants must obey Simon's orders. If Simon does not begin the command with "Simon says ..." the listeners must not obey the command.
5. Teacher gives orders as Simon. Simon speaks orders quickly so that the participants do not have much time to decide to obey or ignore the orders. The teacher directs Simon to replace every word he ordered, with this the student's vocabulary will continue to increase.
6. Obey commands as a listener. As listeners, participants must listen and pay attention to orders carefully. Simon will try to trick you by saying orders quickly. Participants wait one second before obeying orders. Recall whether Simon started the command with "Simon said ..." or not.

After Simon has given the command (assuming the command starts with "Simon says ..."), carry out the command until Simon has pronounced the next command. If the next command does not start with "Simon said ...", continue executing the previous command.

In the above statement the teacher also plays an active role in paying attention to the games that are played so that they are not messed up and so that no student feels that they are not considered.

2.3.4 Advantages of “Simon Says “ Games to Teach Vocabulary

There are several reasons why games or games are well used in the teaching and learning process of English. According to Brewster, et al, children like games because beside being fun and providing motivation, games can also be a means of practicing the four language skills: listening, speaking, reading and writing (Brewster, et al : 2004). Here are some of the benefits of games for learning according to (Brewster and friends : 1999).

1. Games add variety to learning situations.
2. Games change the rhythm of lessons and help maintain student motivation.
3. Games make formal lessons more relaxed and help renew students' energy.
4. Games provide an indirect means of practice for specific language patterns, vocabulary and pronunciation.
5. Games can increase the duration of concentration, concentration, memory, listening and reading skills.
6. Students are encouraged to participate; shy students can be motivated to talk.
7. Games improve communication between students and provide practical opportunities fluency and reduce the domination of teachers in the classroom.
8. Games can help create an atmosphere of fun and reduce between teacher and student.

9. Games can reveal weaknesses and further language needs.
10. Games can help motivate and improve students' writing skills how to give readers real context and purpose.

From the points above, researcher can see the many benefits of games for learning English in schools. These benefits can be applied to teaching both macro skills such as reading, writing, listening and speaking as well as micro skills such as pronunciation, grammar mastery and vocabulary.

Based on the above statement it can be concluded that "Simon Says" as a game in vocabulary learning has advantages for teachers and students in the learning process. Especially in learning vocabulary, beside that "Simon Says" is the number one game that can enrich students' vocabulary. Therefore, researcher chose this game to enrich the vocabulary of students SMP Neg. 12 Makassar.

2.3.5 Disadvantages of “Simon Says” Game

The disadvantages of using this game are for the teacher only because the teacher must be fast and strong to remember who succeeded and won in this game, and must be able to support what students say without reducing their self confidence and bad mood in playing this game.

2.4 Conceptual Framework

Vocabulary is one component of language which functions to express feelings, opinions, ideas, and emotions. One strategy to improve vocabulary learning is to use the game "Simon Says". The game "Simon Says" is a game in teaching English that encourages students to understand as much as possible, especially about vocabulary. The game "Simon Says" can be interpreted as something or a tool used to attract students' motivation in following the teaching and learning process because the game "Simon Says" can make students focus more on learning, because they don't feel forced to learn. The "Simon Says" Game can be a game technique that will be of great benefit to both teachers and students.

Based on the above statement, "Simon Says" that games as a teaching technique can help students learn English, especially in improving vocabulary mastery. The researcher believes that, this is the right method to help students in the process of increasing vocabulary because it can introduce students to the stages of enriching vocabulary, assist students in gaining a deeper understanding of the topic, and facilitate idea generation. All these benefits can help students enrich vocabulary. From the explanations that have been put forward, the researcher decided to apply the "Simon Says" Game technique to enrich the students' vocabulary.