

**IMPROVING STUDENTS' PARTICIPATION IN LISTENING
COMPREHENSION CLASS USING SIMON SAYS GAME**

AN ARTICLE

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Abstract

The aim of this research was to improve students' participation in listening comprehension class using Simon Says Game. This research was conducted on the eight grade students of MTs Negeri 1 Pontianak in academic year 2017/2018. The subject was class VIII E that consisted of 40 students. The researcher conducted a classroom action research which was done in two cycles. The data were collected using observation, measurement, and recording technique. The tools of data collection were scoring rubric, observation checklist, field notes, and handy camera. The result of data analysis showed that Simon Says Game was able to improve students' participation. The students could give and act out the instructions well. It was shown that the students' mean scores in giving the instructions improved from 1.68 (cycle 1) to 2.15 (cycle 2). Meanwhile, the mean score of acting out the instructions was improved from 1.83 (cycle 1) to 2.28 (cycle 2). It can be concluded that the students' participation in listening comprehension class improved. In other words, this technique can help the students give instructions and act out the instructions correctly.

Keywords: *Participation, Listening Comprehension Class, Simon Says Game*

INTRODUCTION

Listening is essential in learning a foreign language. It is a skill that the students acquire first before they learn the other skills. In line with this, Brown (2000) who acknowledges the importance of listening stated that listening is the major component in language learning and teaching because in the classroom students do more listening than speaking. In the field observation that the researcher did in MTs Negeri 1 Pontianak specifically at Class E of the eighth-grade, the researcher found out some problems in listening comprehension class which lead to the lack of students' participation.

The problems found that some students were playing while the teacher was teaching. They could not adjust the speed of the person who they were listening to and they were failed in getting the information from the audio tapes. The first problem caused the lack of embodied action participation because they did not give any contribution to interaction during teaching-

learning process. Meanwhile, the second and third problems caused the lack of oral participation because they were unable to get the information needed and to present their study result in front of the class. Facing these situations, the researcher used Simon Says Game as an interactive technique to improve the participation in listening comprehension class.

Students' participation is viewed as an essential part of language learning. Weaver & Qi (2005) stated that it is about "involvement matters" and is usually a concern to both instructors and students. A class is considered working well when the students actively participate in the entire process of learning. Students' participation can be looked at according to the interactional activity which occurs (Warayet, 2011). Classroom interaction almost exclusively refers to verbal talk. Therefore, Stivers & Sidnell (2005) provide another way to analyze participation in classroom interaction. They argued that it is

more convenient to describe talk according to accompanied signals because an action is accomplished through the interplay between speakers. Several studies as cited in Warayet (2011) have explained how gestures, physical objects in the surroundings, and body posture are employed by participants as resources for social actions which contribute to the interactions they are involved in. How participants organize their participation in ongoing activities and how they orient to the interaction which they are participating in could be analyzed using visual resources mentioned above.

Students' participation in the classroom is not only oral participation but also non-oral meaningful acts related to the ongoing activity. Therefore, types of participation cited from Warayet (2011) are divided into *Oral Participation* and *Embodied Action Participation*. Oral Participation usually means students speaking in class. Meanwhile, the term 'embodied action' means "a range of visible displays that contribute in some way to interaction". How students move or position themselves spatially can be used to supply adequate responses even without accompanying the talk.

According to Chu & Kim (1999), participation in the classroom can enable students to develop social skills, increase recall of information, improve presentation skills, and increase their scope for improving the quality of work. In addition, Zolten & Long (2006) stated that participating in classroom activities provides a critical opportunity for learning new skills. Participation helps students to make deep, meaningful connections in the mind that are important in learning.

In this research, the focus was to improve participation in listening comprehension class. Therefore, the activity applied was task-oriented. According to Brumfit and Johnson as cited in Murcia (2001), task-oriented listening activity refers to teaching which provides "actual meaning" by focusing on tasks to be mediated through language, and in which success is judged in terms of whether the tasks are performed. The purpose of the language-use task here is to give students practice in listening

for information and then immediately doing something with it. This kind of lesson features specific Listen-and-Do communicative outcomes such as listening and performing actions (e.g., command games and songs such as "Do the Hokey Pokey", "May I?", and/or "Simon Says").

Games, which are task-based and have a purpose beyond the production of correct speech, serve as one of excellent communicative activities in the language classroom (Toth, 2005). The activities highlight not only the competence but also the performance of the students. In line with this, as stated by Halliwell (1993), game is one of appropriate teaching techniques for young learners' classroom. Teaching learning process is effective by applying games. Brewster & Gail (2004) added that games involve students directly in the activity as an experiential learning. They give students the opportunities to practice the foreign language in a relaxed and enjoyable way. Moreover, Aprisama (2015) stated that if the students were familiar to the instruction and information, teaching and learning activities could be run well without any pressure. Thus, good atmosphere in learning gives positive impact at the learning outcomes.

The researcher chose Simon Says Game because it was suitable with the learning material of the eighth-grade students in the syllabus of curriculum 2013, which was about classroom instructions. 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 skills.

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 (2009) stated doing activities that involve movement is one of the five principles for teaching beginners. 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.

The researcher described some previous studies about students' participation in the classroom to avoid the repetition of a similar study. The first previous study was about Improving Students' Participation in Speaking English Using Talk Show Technique by Fippi Aprila from Tanjungpura University. Talk show technique was applied to improve students' participation in speaking English to first-grade students of SMA N 1 Sungai Raya in academic year 2016/2017. The method of this research was Classroom Action Research (CAR). The problems were some students did not participate actively and were very passive in speaking English. Thus, she decided to use talk show technique to improve students' participation in speaking English. The result of data gathered from two cycles showed that the students participated actively both in their performance and discussion (Aprila, Rosnija, & Rejeki, 2017).

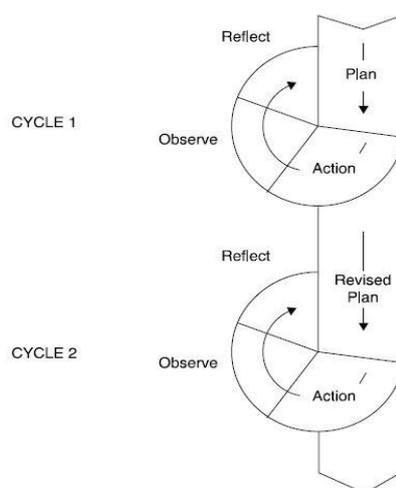
The second previous study was done by Iskandar from Tanjungpura University entitled Students' Participation on Reading Comprehension Class Taught by Paired Storytelling Strategy. The research was conducted to students at SMA Negeri 01 Teluk Batang in academic year 2011/2012. The research method was Descriptive Study. The purpose of the research was to know the students' participation on reading comprehension class taught by Paired Storytelling Strategy. The research finding indicated that all students generally showed active participation on reading comprehension class. (Iskandar, Sudarsono, & Husin, 2013).

From the explanation above, it can be seen that those previous studies were different from what the researcher did. The researcher conducted a classroom action research entitled, *"Improving Students' Participation in Listening Comprehension Class Using Simon Says Game"* (A Classroom Action Research on the Eighth Grade Students of MTs Negeri 1 Pontianak in Academic Year 2017/2018).

Therefore, the general purpose of this research was to improve students' participation in listening comprehension class using Simon Says Game. The specific purposes of this research were to improve students' participation in listening comprehension class through giving instruction and acting out the instruction in Simon Says Game.

METHOD

The method used in this research was Classroom Action Research (CAR). CAR is research carried out in the classroom by the teacher of the course. According to Burns (2010), one of the main aims of classroom action research is to identify a 'problematic' situation or issue that the participants— who may include teachers, students, managers, administrator, or even parents— consider worth looking into more deeply and systematically. CAR can be a very valuable way to extend teaching skills and gain more understanding of the teachers' personalities, the classrooms, and the students. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. A teacher becomes an investigator or explorer of his or her personal teaching context, while at the same time being one of the participants in it. According to Leavy (2014), classroom action research typically involves four broad phases in a cycle of research, such as planning, acting, observing, and reflecting.



Scheme 1. Cyclical AR model based on Kemmis and Taggart (1988)

In doing this research, the researcher conducted two cycles which each consisted of four stages: planning, acting, observing, and reflecting.

- 1) In the planning stage, the researcher constructed the lesson plans based on the curriculum applied in the school. The teaching technique used was Simon Says Game. The researcher also prepared observation checklist and field notes to make it easier for the collaborator to get the aimed data.
- 2) In acting stage, the researcher collaborated with the subject teacher. The researcher became the teacher and the subject teacher became the collaborator during the teaching-learning process using Simon Says Game. The collaborator acted as the observer and gathered the desired data.
- 3) In observing stage, the collaborator collected the data using observation checklist and field notes provided. Meanwhile, the researcher gave the score of students' participation based on the rating scale and filled the data into the scoring table.
- 4) In reflecting stage, the researcher reflected throughout the data and evaluated the teaching-learning process. The result of the reflection was used to determine what should be done in the next cycle.

Setting and Subject of Research

This research was conducted at MTs Negeri 1 Pontianak located on Alianyang Street. The subject of research was divided into three: (1) Student participants were eighth grade students of MTs Negeri 1 Pontianak in academic year 2017/2018, specifically at Class VIII E. The class consisted of 16 male students and 23 female students; (2) Teacher participant was a student of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University; (3) Collaborator was the English teacher of eighth grade in MTs Negeri 1 Pontianak.

Techniques of Data Collection

Techniques of data collection used in this research were observation, measurement, and

recording. In observation, the collaborator paid attention to the students' performance carefully in order to notice things that have a connection with the research focus. The observation was guided using observation checklist and field notes to notice students' participation improvement using Simon Says Game. Meanwhile, measurement technique was done through giving the score of students' participation based on the rating scale and filling the data into the scoring table. Recording, on the other hand, was used to record the student's performance that could help the researcher to assess it easily.

Tools of Data Collection

Tools of data collection in this research were scoring rubric, observation checklist, field notes, and handy camera. The scores of student's participation were taken using rating scale in the scoring rubric modified from Cummiskey (2015). In each criterion, the lowest score was three and the lowest score was one. Observation checklist was used as a guide for the collaborator to notice students' participation in giving the instruction and acting out the instruction using Simon Says Game. The field note was used to give additional information which could not be gathered from observation checklist when Simon Says Game is applied. It contained planning, acting, observing, and reflecting. The handy camera was used to record the students' giving instructions and acting out the instructions while applying Simon Says Game to indicate their participation.

Techniques of Data Analysis

Techniques of data analysis in this research were divided into qualitative and quantitative data analysis. Qualitative data were taken from the field notes and observation checklist filled by the subject teacher. Meanwhile, quantitative data were taken from students' participation in giving instructions and acting out the instructions to know the improvement from one cycle to the other. Furthermore, scores of students' participation were assessed using rating scale in the scoring rubric modified from Cummiskey (2015).

Table 1. Table of Specification

No.	Participation	Score
1	Giving the instruction	
	▪ Instructions are very well presented, clearly organized and given in a logical, sequential manner.	3
	▪ Instructions are somewhat sequenced but needed to be clearer and better explained.	2
2	Acting out the instruction	
	▪ Moves accurately to all different positions.	3
	▪ Moves accurately to different positions, but is a step behind in the action most of the time.	2
	▪ Is unaware of what action to use and timing is off all of the time.	1

The students' mean score of each category was counted using the following formula (Heaton, 1988):

$$M = \frac{\sum x}{N} \dots\dots\dots (1)$$

Note:

- M = The mean score of the students
- ∑x = The total score of the students
- N = The total of students in the classroom

The results of students' mean score were classified based on the criteria as modified from Heaton (1988):

Table 2. The Criteria of Students' Mean Score

Score	Category	Qualification
2.1 – 3.0	A	Very good to excellent
1.1 – 2.0	B	Good to average
0.0 – 1.0	C	Poor

The research is considered as achieved if the mean score of students' participation in the listening comprehension class specifically in giving the instruction and acting out the instruction passes the minimum score (2.1) which is categorized as very good to excellent.

RESEARCH FINDING AND DISCUSSION

Research Finding

In conducting this research, the researcher applied Classroom Action Research. This research method was intended to solve the problems in listening comprehension class which lead to the lack of students' participation. The problems were: (1) some students were playing while the teacher was teaching, (2) some students could not adjust the speed of the person who they were listening to, and (3) some students were failed in getting the information from the audio tapes. The first problem caused the lack of embodied action participation because they did not give any contribution to interaction during teaching-learning process. Meanwhile, the second and third problems caused the lack of oral participation because they were unable to get the information needed and to present their study result in front of the class.

This study was conducted in two cycles. Each cycle consisted of planning, acting, observing, and reflecting stages of Classroom Action Research procedures. In the first cycle, the acting stage was conducted in one meeting which occurred on Monday, August 21st, 2017. In the second cycle, the acting stage was conducted in one meeting which occurred on Wednesday, August 23rd, 2017.

First Cycle (August 21st, 2017)

In the first cycle, acting stage was conducted in one meeting. During the implementation of Simon Says Game, the researcher as the teacher and the subject teacher as the collaborator cooperated to record what actually happened in the classroom using observation checklist and field note. The researcher computed the students' participation score based on the rating scale and classified the mean score into the qualification. All those steps were done to obtain the research finding.

The result of the students' mean score was unsatisfactory. The students' mean score in giving the instruction was 1.68 (average to good) and 1.83 (average to good) in acting out the instruction. It showed that the students' participation in the first cycle had not passed the minimum score of this research that was 2.1 (very good to excellent).

From the data analysis, the researcher and the teacher agreed that the result was not satisfying. There were some students who did not fully participate in listening comprehension class. Teaching-learning process during the implementation of Simon Says Game was also unsatisfactory. There were several problems related to teaching-learning process, along with the teacher and the students that had to be corrected. The reflection of first cycle was explained as follows:

- 1) Some students who sat in the back of the class did not pay attention. Some of them talked with their desk-mates and the others were busy with their own business.
- 2) Some students moved accurately to different positions but were a step behind in the action most of the time. They were unable to move easily because the class was small and there were many people in the classroom.
- 3) There were instructions that poorly sequenced, unclear, and difficult to follow. The Simon's voice was not loud enough so the other students were difficult to understand the instructions. In addition, there were some students who made noise while waiting for their turn.

Realizing those problems, the researcher and the teacher agreed to continue this study to the second cycle in order to improve the teaching-learning process; in term of students' performance, teacher's performance, and also the score of students' participation in listening comprehension class.

In conclusion, the first cycle was not as good as it was expected. It needed to be corrected and revised in order to improve the result in the next cycle. Therefore, the researcher conducted the second cycle to revise and improve the shortages and weaknesses in the first cycle.

Second Cycle (August 23rd, 2017)

Based on the reflection in the previous cycle, the researcher decided to conduct the second cycle. The researcher made a lesson plan, prepared teaching-learning resources, such as the materials of classroom instructions; and tools needed to obtain the data in this research such as the observation checklist and field notes.

The second cycle was conducted on August 23rd, 2017. The teacher started the class by greeting, praying, and checking the students' attendance. There were only 38 students in the classroom. The other two students were absent on that day. The teacher mentioned the objectives and the indicators of learning. There was no significant difference in the objective of the first cycle.

The researcher found several findings in the second cycle as follow:

- 1) The students were able to be active and participate in the teaching-learning process.
- 2) The students seemed more confident in giving instructions after they got corrections from the teacher.
- 3) The students were able to act out the instructions given without being a step behind in the action as in the previous cycle. It could be seen from how they move accurately to different positions.

In conclusion, the acting stage of the second cycle was better than the first cycle. The students had done better than the previous one. They were excited and encouraged with the activities. They understood the rules of Simon Says Game so that they could give instructions and act out the instructions given well. Overall, the process of the second cycle was improved, even when there were several minor problems.

After collecting the students' score, the result of the students' mean score was satisfactory. From the table above, the students' mean score in giving the instruction was 2.15 (very good to excellent) and 2.28 (very good to excellent) in acting out the instruction. It showed that the students' participation in the second cycle had passed the minimum score of this research that was 2.1 (very good to excellent).

Based on the field note, the collaborator noted some findings which might help the explanation of the teaching-learning process. First, the students were excited and able to give and to act out the instructions using Simon Says Game. It was shown how the students able to get active, even the one who first not really enthusiast with listening activity. Second, the teacher did correct several mistakes and well aware of some students which needed extra attention. In conclusion, the teacher and the students were done better than the previous cycle.

While looking at the result of the students, there were many students who have improved and passed the standard minimum score, even though there were still several students who have failed and did not pass the standard minimum score. As researcher investigated the reasons behind this shortcoming, the researcher found that several students who failed did not listen to the instructions seriously so that they were unaware of what action to use. The researcher believes that this kind of shortcoming might happen unintentionally and any kind of internal factors which might be related to it could not be avoided, yet able to be prevented in the future.

In the reflection stage, the researcher concluded that second cycle of this research was successful to the extent able to pass the standard minimum score. All the expectations of teaching-learning process and the reflecting actions from first cycle were improved. It could be seen from the better result of students' score and the process of teaching-learning. The successfulness of the cycles convinced the researcher and the teacher to stop the cycle. The result of the two cycles indicated the improvement of students' participation in listening comprehension class using Simon Says Game. The students were able to understand the rules of the game, to give instructions, and to act out the instructions as the teacher and researcher expected.

Discussion

The purpose of this research was divided into general research purpose and specific research purposes. The general research

purpose of this research was to improve students' participation in listening comprehension class using Simon Says Game. The improvement of students' participation could be seen from the mean score in each cycle. The mean score of giving the instruction was improved from 1.68 (cycle 1) to 2.15 (cycle 2). Meanwhile, the mean score of acting out the instruction was improved from 1.83 (cycle 1) to 2.28 (cycle 2).

From the comparison of the mean score above, students' participation has risen in every cycle. Students' participation in giving the instruction has risen about 47% and their participation in acting out the instruction has risen about 45% from cycle one to cycle two. It showed that there was a significant improvement in students' participation when implementing Simon Says Game, which could be seen from the following chart.

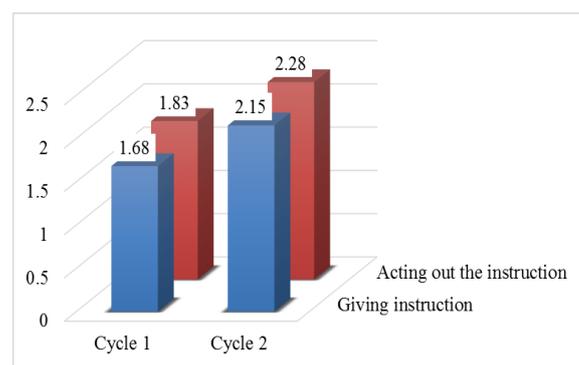


Chart 1. The Improvement of Students' Participation Aspects in Each Cycle

In conclusion, the researcher determined this research was satisfactory. The students' participation in listening comprehension class were improved using Simon Says Game. After the teacher made sure that all students pay attention to her explanation and understand the procedures of Simon Says Game, the students were able to be active and participate in the teaching-learning process. They were also more confident in giving instructions after they got corrections from the teacher. They could act out the instructions given without being a step behind in the action as in the previous cycle. It could be seen from how they move accurately to different positions. Therefore, the researcher

has concluded the action hypothesis which states that “Students’ participation in listening comprehension class improves during the teaching and learning process through giving instruction and acting out the instruction in Simon Says Game” is proven.

CONCLUSION AND SUGGESTION

Conclusion

Based on the study result, the researcher concluded that teaching-learning process improved using Simon Says Game in listening comprehension class. This was proved by the result of the field notes and observation checklist from the first cycle and the second cycle. The students understood the rules of game, could give clear and sequenced instruction, and moved accurately to different positions when acted out the instruction. In addition, students’ participation in listening comprehension class improved using Simon Says Game. It was proved by the result of students’ mean score. In the first cycle, students’ mean score in giving the instruction was 1.68 (average to good) and 1.83 (average to good) in acting out the instruction. Meanwhile, students’ mean score in the second cycle was improved to 2.15 (very good to excellent) in giving the instruction and 2.28 (very good to excellent) in acting out the instruction. The students showed better result by actively participated in listening comprehension class using Simon Says Game.

Suggestion

There are a number of limitations in this research. It was only done in eighth-grade students. Therefore, the effectiveness of this teaching technique for other grades of junior high school must be proven. Besides, there was only one topic used in this study. Further research is recommended to choose other topics which are appropriate for students’ academic level, interest, and needs. Using media such as pictures related to the topic is also recommended. In addition, the teacher should consider the time and provide a bigger place in implementing Simon Says Game if the classroom is not suitable for the students to move from one action to other actions.

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