STUDENTS' PERCEPTIONS OF USING SIMON SAYS GAMES IN LEARNING ENGLISH : A NARRATIVE RESEARCH

A THESIS

Submitted in Partial Fulfillment of Requirements for the Degree
of Sarjana Pendidikan in English Education

By :

RAFIKA LISTIANA
SN. 2518075

ENGLISH EDUCATION DEPARTMENT
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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Has been established through an examination held on April 2023 and accepted in partial fulfillment of the requirement for the Degree of Sarjana Pendidikan (S.Pd.).

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"The best human being is the most beneficial for other human beings"

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ABSTRAK

Permainan Simon Says merupakan permainan yang sering diterapkan dalam pembelajaran khususnya Bahasa Inggris. Alasannya karena permainan ini merangsang kemampuan pemainnya untuk fokus, menyimak dan menguasai kosa kata. Penelitian ini bertujuan untuk melaporkan persepsi siswa SMP saat bermain game Simon Says tentang pembelajaran bahasa Inggris serta faktor-faktor penyebab persepsi mereka. Partisipan penelitian ini terdiri dari lima siswa SMP. Peneliti menggunakan wawancara semi terstruktur untuk mengumpulkan data. Data dianalisis menggunakan analisis tematik. Hasil penelitian ini menyatakan bahwa penggunaan permainan Simon Says dalam pembelajaran bahasa Inggris dapat menimbulkan persepsi positif dan negatif bagi siswa, serta dapat memberikan manfaat dalam pembelajaran.

Kata Kunci : Persepsi, Permainan Simon Says, Pembelajaran Bahasa Inggris.

ABSTRACT

The Simon Says game is a game that is often applied in learning, especially English. The reason is because this game stimulates the players' ability to focus, listen and master vocabulary. This study aims to report the perceptions of Junior High School students while playing the Simon Says game on learning English as well as the contributing factors that lead their perceptions. The participants of this study are five students of Junior high school. The researcher uses semi-structured interviews to collect data. The data were analyzed using thematic analysis. The results of this study stated that the use of the Simon Says game in learning English can lead to positive and negative perceptions for students, and can provide benefits in learning.

Keyword : Perceptions, Simon Says Games, English Learning.

PREFACE

In the name of Allah SWT, the most Almighty, the most Gracious and the most Merciful. Praise to be Allah, for giving His strenght, patience, and healthy so that the writing process of my research proposal entitled Students' Perceptions of Using Simon Says Games in Learning English : A Narrative Research can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid to fulfil one of the requirements of Research Seminar Proposal Course. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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The Writer

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

1.1 Background

Game is something that is very familiar in our life. When we hear the word "game", we immediately think of something interesting and entertaining. Therefore, games are often used as a method to eliminate boredom and fill spare time. Zuhdi believes that game is an effort of mind and physical exercise which is very beneficial for the improvement and development of motivation, performance, and self-achievement, so they can carry out their duties better. It is different with Hainka who defines game as an activity that helps children achieve complete development, both physically, intellectually, socially, morally, and emotionally.

According to the IGDA (International Garne Developers Association) Education SID, a game is an activity with several rules. Game is a form of art in which participants, called players, make decisions to manage their resources through in-game objects to achieve goals (Greg Costikyan 2013). Meanwhile, according to Arif Wibisono (2017) game is a medium used to convey a message to the general public in the form of a game that can be entertaining. Aside from being a medium of entertainment, games can also enhance one's brain development.

Educational game, according to Ismail (2009) is an educational activity that is fun and useful for improving language and thinking skills, increasing concentration and solving problems. According to Edward (2009) game is an

effective tool for conveying something and directing someone because it contains learning principles and instructional techniques that are effectively used in reinforcement at levels with developmental difficulties. Furthermore, according to Virvou (2005) educational game technology can motivate learning and involve players, so that the learning process is more enjoyable.

According to Handriyantini (2009) educational games are a type of media used in teaching in the form of games with the aim of stimulating thinking and increasing concentration through unique and interesting media. Then, educational games are a form of game play that is always made and designed for learning purposes, but educational games usually offer playing for fun (Marc Prensky 2012). Educational games are games that are made with learning objectives that are not only meant to be entertaining so that they are expected to add insight and knowledge (Novia Desta, 2016).

Many benefits that can be obtained from games make many teachers collaborate games with learning. It aims to create active, creative and fun teaching and learning activities for students. By doing so, the students are supposed to be more interested and can actively join in the learning. One of the game which is commonly used in learning is simon says game.

This game is usually used as an "ice breaking" on the sidelines of learning and able to improve students participation (Puspita, 2018). It is a kind of game consisting of 3 or more players, in which 1 player plays the role of leader and as "Simon". According to Dalimute (2018) simon says game can be used as a learning method, especially in learning vocabulary. As stated

by Polem (2017) on his research entittled "The implementation of simon say game to improve students` vocabulary mastery in learning english" simon says game is effective to improve students` vocabulary.

In this advanced era, learning English has become a must so that we can interact with the outside world. On the other hand, playing English-based educational games can certainly support our language skills. Then, apart from eliminating boredom, playing the Simon Says game will provide students with a different learning experience. Students also get benefit from the games they play, it shows that the simon says game can be an alternative method in learning English (Winiarti, 2015).

Based on the information obtained from students having learning experience with simon says game, they admitted that this game was fun, and it could help their vocabulary mastery. Several previous studies conducting about simon says game focused on examining the impact of the Simon Says game on students' interest in learning as well as its effectiveness on improving students' vocabulary mastery. However, this research will be conducted to find out the perceptions of the students playing the simon says game in learning English as well as the contributing factors that lead their perceptions. Then, exploring students` perception in this case is necessary because teacher needs to understand the students preferences in terms of their learning styles, interest, learning media and others which can influence their learning outcome. Thus, this research is expected to contribute to be used as a

reference for teachers or lecturers in improving the quality of students' English learning through games.

1.2 Formulation of the Problem

Based on the background of study above, the researcher tries to answer the following questions :

1. How is the students' perceptions of using simon says game in learning English?

2. What are the contributing factors that lead the students' perceptions?

1.3 Operational Definition

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1. Perceptions : Perception is a process that individuals take to organize and interpret their sensory impressions in order to give meaning to their environment (Robbins, 2003).

2. Simon Says : according to Holmes (2003) Simon Says is a game of listening and doing instructions that children like, besides that this game is also effective for learning, because it is based on speaking, listening and carrying out instructions based on simple sentences.

3. Learning : learning is an effort made by educators intentionally to make students do learning activities (Sudjana, 2012).

4. English : according to Brumfit (2001) English is an international language that it is used as a tool in international communication.

1.4 Aims of the Study

This study aims to explore the factors of students' perceptions of the Simon Says game in English learning process.

1.5 Significance of the Research

On basis of the objective above, the significance of the study can be stated as follows:

1. Theoretical Significance: This research will contribute to Robbins, on use of game in EFL learning of the simon says game on learning and perceptions.

2. Empirical Significance: This study will provide empirical insight into the students' perception of using simon says game in English learning.

3. Practical Significance: This study provides information for readers about students' perceptions of using simon says game in English learning so that hopefully it can be the used as a reference in evaluating the use of simon says game in learning.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study stated that the use of the Simon Says Game in learning English can lead to positive and negative perceptions for students, and reveals the factors that influence these perceptions. The findings of this study show that the application of the Simon Says game in learning could make them more enthusiastic about learning, facilitate the process of memorizing vocabulary, and could disrupt other classes because the game made the class atmosphere lively. While the factors that influence students' perceptions of the Simon Says game include feelings of fear and nervousness, the attention they received from teachers and friends, and learning experience factors.

These findings can help teachers as a reference in creating fun learning. Besides that, using the Simon Says game in class can also be a more effective solution to learning vocabulary and pronunciation.

5.2 Recommendation

From the results of this study, the researcher hopes that the Simon Says game can be a reference for English teachers, as an option for a unique learning method so that it can attract students' interest in learning. The researcher extend some recommendation, for future researchers who want to conduct the similar study about students' perceptions of using Simon Says Game in Learning English to make more references and participants. The

teacher must pay attention to the noise factor that will be caused and has the potential to disturb other classes. Then, the teacher must consider the emotions of students who may feel afraid and nervous.

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