

# **The Effectiveness of Simon Says Game for Improving Student's Speaking Ability**

**(A Quasi Experiment at The Tenth Grade of SMKN 3 Kota Serang)**

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## **Abstract**

The main aim of this study was to examine the effectiveness of the Simon Says game to improve students' speaking ability. The researcher used a quasi-experimental method in order to investigate whether students' speaking skills in an experimental class can improve gradually after receiving treatment by using Simon Says. The researcher used observation, interview, and speaking tests as research instruments. In practice, there were 60 students involved as a sample of this study and they did pre-test and post-test. The researcher used a t-test to analyze data and to interpret data before doing hypothesis testing. This finding of this study showed that  $t_0 > t_t$  or  $4.08 > 1.67$ . It means that the alternative hypothesis ( $H_a$ ) was accepted while the null hypothesis ( $H_0$ ) was also rejected. In other words, it may be concluded that there was a significant effect of using Simon Says to improve students' speaking ability at the tenth grade of SMKN 3 Serang city. Additionally, qualitative analysis of the study's findings demonstrates that Simon's claim that games were very adaptable and easy for students to use in the learning process is true. Additionally, the finding of this study also proven that Simon's say was very adaptable and easy to use in the learning process, it provides broad opportunities for students to speak up freely about description of a famous public figure and it can be adjusted with subject matter and learning objectives in the syllabus.

**Keywords:** *Simon says game, speaking ability, a quasi-experiment*

## **INTRODUCTION**

English is a required subject at senior high schools, particularly in SMKN 3 Kota Serang. In general, learning English at the Vocational High School level seeks to achieve intermediate level communication both verbally and in writing. Finally, it maximizes the competency of the students' specialized areas of knowledge. Students must be able for communicating their skills and experience in the form of goods and services to interested parties. Thornbury claims that common people in general take speaking for

granted because it is such an integral component of daily life. On the other hand speaking is an interactive procedure that requires the capacity for teamwork in the administration of speaking turns. (Thornbury, 2005:1). Based on the previous study *"The Implementation of Simon Says Game to Improve Students' Vocabulary Mastery in Learning English at Mts. Laboratorium Uin -Su Medan."* Learning with Role Play method was improving vocabulary mastery because the method would be more enjoyable when applying in the classroom.

In fact, based on the result of interview in preliminary research conducted by researcher with one of the student, namely Aisyah (pseudonym), she reveals in detail about student's perception and problems in speaking. Based on the result of the interview with the student, the problem was found. The first problem was that the learning activities in the classroom were so repetitive and textbook centered. Supported by the difficulties about, based on the classroom observation on March, 20<sup>th</sup> 2023, The researcher found some obstacles in speaking which faced by students in learning process. Those obstacles were: The first, when students speak English, They were lack of confidence because they cannot pronounce the words accurately and fluently. Second, they were not interested in the instructional material. Third, they lack vocabulary mastery. The last, they were afraid to have a conversations or practice English directly in the classroom. Therefore, one of the right methods to overcome this is the Simon Say Game method which is believed to improve students' speaking skills which has been done by previous researchers. But unfortunately, from the previous studies, there has not been a study which conducted lately that focuses on the use of Simon Say in teaching speaking on describing people material at the Vocational High School level. The similarities of this study used Simon Says Game as a method learning but the differences of this study about material, the material of previous study used giving direction and this research using Descriptive Text material.

## **THEORITICAL FOUNDATION**

### **A. Speaking**

#### **1. Definition of Speaking**

"Speaking is a productive skill and can be communicated directly and when observed empirically, these observations always show accuracy and Effectiveness of a candidate's listening skills, which inevitably affects credibility and effectiveness of the oral production test." Brown states that speaking involves creating meaning through the production, receipt, and processing of words. It has the sound of a main instrument. Speaking is the process of constructing meaning through language production, reception and processing. (Brown, 2004)

Similar to prior statement, Thornbury claims that common people in general take speaking for granted because it is such an integral component of daily life. On the other hand speaking is an interactive procedure that requires the capacity for teamwork in the administration of speaking turns. Speaking is a regular practice that allows you to communicate with others. People can express their views and goals to the listeners verbally by speaking. Most presenters require engaged listeners who respond directly to what they say. Say anything during the interaction.

## **2. The Objectives of Teaching Speaking**

One of the most challenging components for students to learn is speaking. Pollard argues that speaking is a challenging skill for students to acquire because they do not have enough exposure to English (environmental factor), practice speaking it sparingly in everyday situations (they might converse in their home tongue instead of English), and have been hesitant and unmotivated to learn the language. (Pollard Andrew, 2008:34) Based on the classroom observation, students are unable to communicate correctly with foreigners because they do not know how to articulate what they want to say or how to pronounce the words; as a result, students may become less confident. They receive a communication breakdown as a result of it. To avoid faults and achieve successful communication with native speakers or not, learners must understand and know how to employ phrases and elements in speaking.

Because speaking is important, English teachers teach speaking or incorporate speaking exercises in every topic of the session to help students improve their speaking abilities. Based on the prior statements, the objective of learning English at SMK (Vocational Schools) is to enable students to communicate in English in order to complement the students' major competencies. People may believe that speaking ability is the most important skill for communicating in English. The capacity to communicate in English is defined as the ability to comprehend and generate spoken or written language, which is incorporated into four English skills: listening, speaking, reading, and writing.

## **3. The Elements of Speaking**

For English beginners, speaking is an essential ability. Speaking with ease, accuracy, and appropriateness requires both the capacity to process information and mastery of language aspects. Speaking has components that can support the speaking ability. If the students or learners possess the necessary speaking skills, they will be able to talk clearly. The components of speech includes (Harmer Jeremy, 2002)

### **1. Language Features**

- a. Effective speakers of English must be able to create not only the individual phonemes of the language but also to use fluent "connected speech."

- b. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.
- c. Lexis and grammar spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performances of certain language functions.
- d. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

## 2. Mental or social processing

- a. Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.
- b. Interacting with others: most speaking involves interaction with one or more participants.
- c. Information processing quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.

## 4. Speaking Assessment

It is challenging to evaluate speaking ability above other abilities such as pronunciation, grammar, vocabulary, fluency, and understanding since speaking ability is the most complex aspect of an English major. Have his English speaking skill descriptors, such as accent, grammar, vocabulary, fluency, and understanding. There are two main components to the natural process of evaluating speech. This includes rating scales and communication outcomes to assess speaking performance.

In addition, speaking assessment standards should be aligned with the curriculum for young learners. Grading criteria can be written to represent both the assessed structure and the curriculum for young learners.

The concept is then developed into the criteria for assessing speaking tests. However, depending on the categories of speech measured, the form of the speaking evaluation may differ. So, what should be tested?. There are five components the assessment of speaking skill concerned with content grammar, vocabulary, comprehension, fluently, and pronunciation.

## 5. Speaking Activities in the Classroom

When a teacher uses speaking exercises to educate in order to meet learning objectives. The words approach, method, and technique are muddled, and there are a

variety of possibilities at the theoretical and practical levels. Richards and Rodger defined approach as "Assumptions, beliefs and theories about the nature of language and the nature of language learning which operate as axiomatic contrasts or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in the classroom." Teachers should provide communication activities that encourage students to actively participate in the teaching and learning process. Zafari provides some examples of typical speaking activities that take place in the classroom:

- a. Book discussions that reveal the grammar of fairy tales (characters, settings, events of) are called book discussions.
- b. Debate on school or current affairs
- c. Discussion among students on social or cultural issues is encouraged.
- d. Students are conducting interviews with one another or with adults,
- e. Presentations/reports on content-related tasks
- f. Dramatization of historical or social events in the form of role-playing games
- g. Speeches or statements on research or specific topics
- h. Activities, processes, and procedures are presented through analysis or demonstration of task.
- i. Illustrated narratives and personal experiences are used to tell the story.
- j. The original portfolio work is being discussed at a conference conducted by students.
- k. Talking out loud about articles, stories, or literature (personal reactions to what they read)
- l. Cards or missing information tasks can be performed in two ways. In addition, classroom activities should be planned so that students are not left indifferent in the teaching and learning process.

In line with the previous proposal, this study sums up several effective teaching strategies of speaking and can be applied directly in the classroom, namely (Zafari, N.M, 2019):

- a. Multimedia learning process
- b. Project
- c. Homework: Homework is an academic assignment given to a student.
- d. Presentation or Demonstration
- e. Site Visit or Study Trip
- f. Group Discussion
- g. Problem Solving
- h. Simon says Game. One of the strategies proposed that is effective is the Simon says game.

It creates excitement and they become fun the authors therefore conclude that methods of teaching English skills should be fun and interactive, such as role-playing, games, storytelling, presentations and debates.

From the learning to speak that has been stated above, learning to speak using the Simon Said method is included in the role play method which aims to be a fun learning method.

## **B. Simon says game**

### **a. Definition of Simon Says Game**

In the active listening classroom, the Simon Says Game is a famous action game. The role of "Simon" is assigned to one player, who issues commands to the other players, who must carry out the acts if they are preceded by the phrase "Simon says." The goal of this game is for children to completely engage in strengthening their listening, following directions, and movement abilities.

Says Simon A game is a fun technique to engage students while also improving their cognitive performance. It allows kids who are playing the game to create Make quicker judgments and pay close attention. In keeping with this, Nation and Newton claim that Participating in activities that require mobility is one of the five guidelines for instructing newcomers. It is a simple method for keeping students motivated in 3 learning. Students will be emancipated from self-conscious and stressful situations by focusing on meaning translated via movement, allowing them to dedicate their whole focused to studying.

The game Simons Says is a Role Player literary game that requires 3 or more people, of which her tell them to do something. In this case, the researcher made changes to fit this material. The researcher asks students to form groups of five of her and four of her four who listen to Simon's story. Simon leads his friend to the front chair of class. The person who is Simon must have a clear understanding of the material.

### **b. History of Simon Says**

There are two variations of the Simon Says game: one is based on "Simon's character's" history, and the other is based on "Simon's character's" history. In which Disney World theme park does Simon's name appear in the theme park show "Let's Have a Ball"? The series premiered on October 1, 2006. During the presentation, guests are urged to participate in interesting, themed party activities as directed by the hostess Lady Lucinda. Simon, her assistant, ultimately persuaded his boss to let him teach the tourists Simon Says. The game has proven to be popular, and it is now included on the official list of "Happily Ever After Party Games."

In the second version Simon the Monfort captures King Henry III in the English town of Lewes. Every order issued by Henry III might be reversed by the Monfort for the next year. In 1265, Henry's son Princes Edward assaulted Simon's castle and used his flags to surprise Simon's soldiers, therefore ending the conflict.

When referring to a Swedish progressive-rock band that has released three albums, the title "Simon Says" is used. It's also the name of a California

metal band that appeared on the soundtracks of Beerfest and Varsity Blues, for which they received a gold record. It's also the name of a Moroccan dance music outfit with a great local hit named "Karima."

### **c. The Benefits of the Simon Says**

According to Simon the Monfort as a creator of Simon Says, Simon says the game is a role-play involving 5 of his learners in each group. In addition, Simon instructs everyone in each group how to get into the back seat. The researcher hopes to use this game to improve his students' speaking skills and provide students with an experience (simulation) to face real-life situations. Woodlard, K., and Housman believe that Playing this game is enjoyable for developing your body's reflexes and other motor abilities.

Simon explains there are three phases in the game that they must complete, one of which is the simple stages, which serve as a warm-up but must be easy. These activities are not only enjoyable, but they also assist students enhance their language abilities. It would be beneficial if students expressed their own viewpoints. There are several ways to play Simon Said as follows:

#### **1. Gather players for your team.**

When will start the game, collect members in each group. In the Simon Says game, three groups or more can be joined depending on the number of people playing. Then the instructor of this game will be Simon, meaning that the one who makes orders to be carried out by each group playing.

##### **1. Name Someone Simon.**

Name one person in your gaming group as Simon. Whoever is chosen as Simon stands in front of and faces the other players in the group.

##### **2. Understand Simon's role.**

The listener team is commanded and led by Simon. Simon handed the gathering of listeners a command. Simon instructions can be conveyed in one of two ways: either by uttering the phrase "Simon said..." or by just speaking the command itself. As many listeners as possible will be eliminated by Simon in an effort to leave only one winner. The audience will comply with the instruction or not depending on how the sequence is presented. Listeners are taken hostage by Simon and made to obey or disobey commands.

##### **3. Understand the role of the listener.**

Leader Simon must be attentively followed by his followers. The listener is required to follow Simon's instructions if he first says, "Simon said..." Simon's directive can be disregarded if it is delivered without the phrase "Simon said..." If listeners ignore Simon's instructions, they are eliminated from the remainder of the round and forced to wait until the next one starts.

#### **4. Give orders like Simon.**

Make your orders as challenging as possible as your goal is to get rid of as many listeners as you can. For instance, when you provide a command that is preceded by "Simon says..." alternate often. Give the order swiftly so that the recipients must decide right away whether or not to obey. Call out the player who disobeys one of your (Simon's) commands so the other players can remove them from the game. Anyone who has received an order must adhere to such mentality since, once received, they wish to be courteous and verbally forceful. Authoritative language is frequently seen as more elegant, expressive, logical, and better for conveying abstract concepts, whereas language frequently appears imprecise, rough, and concrete.

#### **5. Follow orders as a listener.**

Listeners must pay close attention to Simon's instructions and follow the instructor's directions. Simon gives brief instructions in an attempt to dupe listeners into doing things they shouldn't:

1. Once Simon issues a command (as long as it is followed by "Simon said..."), follow it through with it until Simon issues the following command.
2. If "Simon says..." is not used before the subsequent instruction. The preceding command should be continued or held down. If the latency may be changed from slow to rapid. The discussion that was transmitted can then be reviewed. Most of them use the inappropriate words "mmm" and "ehh" because they are speechless. If people hear you say these things, your professionalism will suffer. For instance, if you need some time to ponder, try to avoid saying the phrases above.

#### **6. Start a New Game**

Play until there is just one listener remaining. The last surviving listener wins the round and takes over as Simon. All eliminated players return to the next game at the start of a new game round. The game comprises the rules of the game, according to this Simon game guide, but first let's practice having one of them play as a Simon and then swap individuals.

An fantastic method for exercising both is Simon Says. Students can learn directions much more effectively when they are "visually modelled" (by the person acting out "Simon" acting out the instructions as they are spoken).

Based on the research material about the advantages of Simon Says for speaking can improve students' speaking skills and provide students with an experience (simulation) to face real-life situations and playing this game is enjoyable for developing your body's reflexes and other motor abilities. Especially in Descriptive Text material at the Tenth grade of Vocational High School Three Serang City (SMKN 3 Kota Serang).



#### **d. Teaching Speaking using Simon Says Game**

In teaching speaking skills through the Simon Says game, teacher asked students to perform in groups. For each group, the person who is Simon should be changed from meeting to meeting. Teachers should provide different standard and core competency topics for each meeting. In the example, the teacher selects topics based on student standards and 10th grade performance. It also includes (Badan Standar Nasional Pendidikan), speech acts such as giving, refusing, requesting, denying facts, admitting and, giving opinions, It is also supported by providing Below are the steps to teach talking in game. Simon Says:

- a. The author enters the class and makes sure everything is ready.
  - b. When the students are ready, the author greets them and begins the lesson.
  - c. Before skipping the material, the author presents the material we will study today
  - d. After that, the writer will explain the materials
  - e. Once the delivery of material is finished, the class will play The Simon Says game.
  - f. Before the game starts, the writer explain how to play the game and name a few students tables with the paper.
  - g. The most enthusiastic students will teacher choose to be Simon.
  - h. The writer dived them into groups.
  - i. The writer asks Simons and two of his friends to come in front of the class.
  - j. Simons being directed by the writer how to go. And Simon will direct their friends.
  - k. The other students have to help the Simons if Simons direct incorrectly.
  - l. Once the game finished, the teacher will give feedback for the students. On their Pronunciation, Fluency, Vocabulary, Grammar, and Comprehension.
- e. The Procedure of Teaching Speaking using Simon says game**

There are various techniques that may be utilized in teaching Simon Says games on Descriptive text material:

- a) First, the instructor delivers information about the rules and how to play Simon Says games, that is, the teacher asks students to follow what they hear, if there is the term "Simon Says" which is then followed by the command sentence. The instructor then provides an instruction or command and selects two student, after which the teacher says, "Simon Says, please describe your idol!" and the students will describe it. The teacher then instructs, " describe your idol!." " if they speak it, the teacher explains that, they should not to describe it because there is no "Simon Says" in the command sentence. The teacher repeats it a maximum of three times until students understand correctly.
- b) Second, the instructor creates new vocabulary that the pupils are unfamiliar with. The teacher then reads new words with proper pronunciation.
- c) Third, the teacher instructs pupils to form a big circle, with the teacher standing in the center as a Simon or instructor.
- d) Fourth, the instructor reminds students once before beginning the game. If something goes wrong, pupils are no longer followed to participate in the game and are instead encouraged to leave. Just sit and observe and oversee their pals

who may be proper to obey the directions. Furthermore, the teacher can select student to be Simons.

- e) The teacher then asks, "SIMON SAYS, describe your idol!" If something goes wrong, the students will speak out, and the instructor will pay attention to them. Then there was the teacher. "SIMON SAYS describe the characteristic!" stated the speaker. If something goes wrong, the instructor must pay attention to the students. If nothing is missing, the teacher immediately moves on to the next question, "Describe your idol!" If the instructor is paying attention to the students, If something goes wrong, they are duped into not concentrating, and the wrong student is permitted to withdraw from the game.
- f) Sixth, the instructor should be able to provide directions that fool students so that their listening skills are properly assessed. Finally, if a student survives, it will award praise and a present.

## **METHODS**

This study used quasi experimental method because this study investigates the effectiveness of Simon Says Game for Improving student's speaking Ability. This study was conducted at SMKN 3 Kota Serang it's located on Kimara Street, no. 1, Lebakwangi, Walantaka, Serang city. The population was taken from all students at the Tenth grade of SMKN 3 Serang city in academic year 2022/2023. Meanwhile for the sample is taken from two classes which selected randomly based on the English teacher's advices namely class X DKV (Divisi Komunikasi Visual) 1 and class X DKV (Divisi Komunikasi Visual) 2. In addition, this study also wants to explore and portray the implementation of Simons says in facilitating students to enhance their speaking abilities quantitatively. Brown and Rodgers explain that Experimental research contrasts behavior in two groups of volunteers who were chosen at random and allocated to control and treatment groups, and then given control and experimental treatments. (James Brown and Theodore S Rodgers, 2003: 211)

### **a. The Technique of Data Collecting**

These techniques of collecting data used in this research were as follows:

#### **1. Classroom Observation**

On March 20th, 2023, a classroom observation was carried out in class X DKV 1. The researcher previously completed a teaching practicum at SMKN 3 Serang city in Walantaka. The researcher has solid working relationships with the school principal, the board of teachers, and the administrative personnel. Classroom observation was carried out in order to capture the true scenario of teaching and learning processes such as how the instructor presents content, builds relationships with students, and assigns homework. Furthermore, the researcher acquired spontaneous comments from students while they were studying English in the classroom by employing classroom observation.

## 2. Oral Test

The oral test was conducted on March 27th, 2023 for 60 minutes and will be documented as a result of the research, which will be linked to the appendix. Because the researcher needed data to compare the two types of tests, namely the pre-test and post-test of the two groups, the researcher employed an oral test in the form. Oral tests are used to determine the actual differences in students' speaking abilities between two courses, namely the experimental class and the control class.

The researcher and collaborator (The teacher) will assign each student a score for this speaking exam, which will then be summed and divided to get the objective score. Pronunciation, vocabulary, grammar, and fluency will all be assessed on this test as speaking skills. To find out how students pronounce a term and their level of vocabulary knowledge, the researcher evaluates pronunciation. The fluency is checked by the researcher since it is quite significant. Speaking with ease and speed without stopping is referred to as fluency, and if students can speak English with this level of proficiency, their speaking abilities have improved.

The researcher provides a speaking score rubric to measure the feature of speaking. The scoring rubric is as follows:

### Scoring Rubric for Speaking Skill

(Brown, 2001:406-407)

Aspects	Indicators			
	Score 4	Score 3	Score 2	Score 1
Pronunciation	Pronunciation is almost always very clear/ accurate.	Pronunciation is usually clear/ accurate with a few problems.	Pronunciation errors and makes it difficult to understand.	Pronunciation is so bad and it cannot be understood
Fluency	Speak fluently, no significant pause.	Speak well enough, pause here, and there	Speak diffluent, too many pause	The fluency is so bad, and speak unclearly

Grammar	There is no or little mistake in grammar.	Sometimes making mistake in grammar but it does not influence and meaning.	Often making mistake in grammar and it influences the meaning.	The grammar mistake is so bad and it is difficult to understand.
Vocabulary	Using a variety vocabulary.	Using a variety but sometimes making some errors in word choice.	Using wrong vocabulary and it is difficult to understand.	Using limited vocabulary.
Comprehension	Students responded to questions with appropriate answers, acknowledge all statements, and in corporated them into the discussion.	Students responded to most questions, acknowledge most statements, and incorporated many of these into the conversation.	Students failed to answer some questions appropriately or failed to acknowledge some statements and incorporate these into the conversation.	Students didn't understand or ignored most questions and statements. Students may have been using notes.

The researcher completed five assessments: pronunciation, fluency, grammar, vocabulary, and understanding. Because the task in this study required descriptive text information. This rubric was used to evaluate students' speaking abilities by comparing their performance before and after the exam. The highest possible score is 100. If students can speak well, the lowest potential score is 40 points, and if they cannot communicate effectively in English, the lowest possible score is 40 points.

### 3. Interview

Interviews were conducted with students (one student from upper class and one students from lower class) selected randomly English teacher. For English teachers, interviews were conducted to dig deeper information about difficulties to teaching speaking English in the classroom and how teachers overcome these obstacles.

### **b. The Technique of Data Analyzing**

The researcher is going to collect two types of data from this study: qualitative data (from classroom observation and interviews) and quantitative data (from pre-test and post-test).

## **RESULTS AND DISCUSSION**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. (Brown, 1994) Speaking skill is an important ability to communicate in English. The ability to speak can be very important because it is needed in conversational or conversational activities. Speaking skills are also needed when communicating something; like when giving a presentation. By speaking fluent English, students will certainly be more confident when talking to classmate or even foreigners. Of course, The improvement of speaking open chances to make friends or build communication with people from different countries. Even in the world of work, good English skills can also broaden connections, especially among vocational students.

In this sub-chapter will reveal the findings of this study by answering the research questions respectively:

### **1) How is student speaking ability before given treatment?**

The research started with a pre-test given to both classes, the control and experimental groups. When the research was conducted, the pre-test was established in the classroom. Before giving the pre-test, the oral test was reviewed by the English teacher and advisors to ensure its validity, reliability and practicality.

Having given pre-test result of the preliminary study then the researcher checked students answer and counted the mean score from both classes. For the mean score of X DKV 1 was 48,3 meanwhile the mean score of for X DKV 2 was 58,5. Actually, those scores from both classes were below Minimum Completeness Criteria that had determined by English teacher that is 70.

The low score of students in speaking skill was affected by some factors. Based on the researcher's classroom observation those factors can be summed up in the following points as follows: First, They were lack confidence because they cannot pronounce the words accurately, and fluently. Second, they were not interested in the instructional material. Third, they lack vocabulary mastery, and the last, they were afraid to have a conversations or practice English directly in the classroom.

However, based on the researcher's interviews with one of students, he said that English is a difficult subject and he admitted that he lack of confidence in practice speaking English. He preferred to study physical education then English. Nevertheless, the data from interview with the English teacher also revealed that she taught in classes with mixed abilities. It made her hard to blend the learning activities with students who have different speaking competencies.

It becomes worst, by classroom observation data which the researcher obtained from control class where the teacher taught so monotonous and textbook oriented. Furthermore, the use of English as language of instruction was not optimal in the classroom. As a result, some students lack of exposure and didn't have opportunity to practice English.

## **2) How is the implementation of Simon Says Game in teaching speaking skill on Descriptive Text?**

Having carried out pre-test, checked student's answer sheet, and calculated mean score from both classes. The researcher than giving treatment. When giving treatment, the researcher acted as a teacher. Moreover, before giving treatment, the researcher also designed lesson plan by Simon says game as the main strategy in teaching speaking skill on descriptive text as well as asked the English teacher to be a research collaborator who will monitor the learning processes and give some advices to the researcher to improve the teaching and learning processes. The implementation of teaching speaking on descriptive text by using Simon Says can be illustrated as follows: Firstly, in pre-activities the teacher greeted the students before starting the lesson. Then, the teacher asked one of the students to lead prayer together in front of the classroom. Then, the teacher checked the students' attendance. The last activity in pre-activity was the teacher explained the objective of learning.

Secondly is the main learning activities, in this activity the researcher did some activities such as. First, the teacher explained the general concept, social function, generic structures and language features of descriptive text as well as gave the example of descriptive text. Second, the teacher explained the steps of implementation of descriptive text by using simon says game strategy. Then, the teacher gave a command the students to choose one of the picture of idol who gave by teacher and then describe according generic structure and language futures of descriptive text material. Second, teacher teach some pronunciation about some kind of the adjectives on describing person. Third, teacher uses the Simon Says Game in the classroom to help students remember the names of idol figures that have been given, as well as their own choices to make it easier for students to describe one of the idolized figures. Finally, the teacher asked students to describe their idol in front of the class.

Generally, the steps above have followed using the procedure of Simon Says strategy: 1) gather players for a team, 2) name someone Simon, 3) understand Simon's role, 4) understand the role of the listener, 4) give orders like Simon, 5) follow orders as a listener and 6) start a New game. Post-activities are the final activity. The teacher and students reviewed and created an outline of the subject throughout this exercise. Finally, the teacher concluded the meeting and say good bye to students farewell.

### 3) How is the effectiveness of Simon Says in improving students speaking ability on Descriptive text ?

#### a) Normality Test

Before measuring the effectiveness of Simon Says game in improving student's speaking skill on descriptive text by using t-test formula. The data of post- test from both classes should be tested its distribution by utilizing normality test. The normality test was performed to demonstrate that the sample data came from populations with a normal distribution. Based on the classroom observation data, which the researcher obtained from control class where the teacher taught so monotonous and textbook oriented. Furthermore, the use of English as language of instruction was not optimal in the classroom. As a result, some students lack of exposure and didn't have opportunity to practice English. However, based on the researcher's interviews with one of students, She said that English is a difficult subject and She admitted that She lack of confidence in practice speaking English. He preferred to study physical education then English. Nevertheless, the data from interview with the English teacher also revealed that she taught in classes with mixed abilities. It made her hard to blend the learning activities with students who have different speaking competencies. It

After doing t-test, the researcher compared  $t_t$  with  $t_0$  on degree of significance 5% that was 1.67 with degree of freedom was 58. Therefore, the result of t-test showed that  $t_0 > t_t$  or  $4.08 > 1.67$ . In brief, t-test showed that  $H_a$  or alternatif hypothesis was accepted. Meanwhile,  $H_0$  null, hypothesis was rejected. In other words, it can be drawn a conclusion that there is a significant effect of Simon Says game in improving student's speaking ability on descriptive text at the tenth grade of SMKN 3 Kota Serang.

## DISCUSSION

In getting the result of this research, the researcher analyzed by using descriptive statistic data. The Final scores in control Group and Experimental Group, it can be elaborated based on the table below:

#### The Final scores in control Group and Experimental Group

Category	Control group	Experiment group
MINIMUM SCORE	50	65
MAXIMUM SCORE	80	89

<b>MEAN SCORE</b>	64,53	72,33
<b>TOTAL SCORE</b>	<b>1936</b>	<b>2169</b>

Can be seen from the scores above, in control group student scores are still low, less than the KKM, while in experiment group the student scores increase and the KKM scores are entered.

Additionally, the finding of this study also proven that Simon's say was very adaptable and easy to use in the learning process, it provides broad opportunities for students to speak up freely about description of a famous public figure and it can be adjusted with subject matter and learning objectives in the syllabus. Based on the statement above, it can be conclude that Simon Says Game was effective for improving student's speaking ability in the learning process.

## CONCLUSION

Based on research findings and interpretation of data, this study can be concluded into three main points as follows:

1. Before given a treatment, reseracher conducted the research by classroom observation data which the researcher obtained from control class where the teacher taught so monoutons and textbook oriented. Furthermore, the use of English as language of instruction was not optimal in the classroom. As a result, some students lack of exposure and didn't have opportunity to practice English.
2. After given the treatment in experimental group by Simon Says Game with Descriptive Text material, student more interest in learning speaking because the fun method makes the students more enjoyable.
3. After doing the post test in experimental class, the result of t-test showed that 4.08 meanwhile  $t_0$  on degree of significance 5% that was 1.67. The statistic test showed that  $t_0 > t_t$  or  $4.08 > 1.67$ . Moreover, the result of t-test was interpreted into statistical hypothesis testing and it showed that  $H_a$  or alternative hypothesis was accepted and  $H_0$  or null hypothesis was rejected.

In other words, this study can be drawn a conclusion that there is a significant effect of Simon says game in improving student's speaking ability at the tenth grade of SMKN 3 Kota Serang.

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