Application of The Game Simon Says for Elementary English learning

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Abstract

This study aims to find out how English learning can run well with a more effective learning model in accordance with 2013 curriculum learning. Previous learning only refers to teachers who make learning seem boring and students are not interested in learning, for that teachers are required to make ways to make learning easier. learning is not monotonous and applies the 2013 curriculum with more modern, effective, efficient, and fun learning. Students have different skills and their own characteristics which of course affect learning in the classroom. In this study, it is known that the selection of English learning methods using games can make it easier for students to understand the material presented by the teacher. This learning strategy with games is suitable for encouraging students compared to using the lecture method in general which seems boring and makes students less understanding of the material. Learning with games, teachers must provide clear and concise instructions using demonstrations for students to understand the instructions. Games can help students create a fun atmosphere, relax lessons, motivate and improve students' writing skills. The selection of games here uses Simon Says which can train students to communicate and be more active in learning English in class.

Keywords: *Simon Say Learning Media; English Ability; Elementary School Students*

Aplikasi Game Simon Says untuk Pembelajaran Bahasa Inggris Dasar

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana pembelajaran bahasa Inggris dapat berjalan dengan baik dengan model pembelajaran yang lebih efektif sesuai dengan pembelajaran kurikulum 2013. Pembelajaran sebelumnya hanya mengacu pada guru yang membuat pembelajaran terkesan membosankan dan siswa tidak tertarik untuk mempelajari, untuk itu guru diharuskan membuat cara agar pembelajaran tidak monoton dan menerapkan kurikulum 2013 dengan pembelajaran yang lebih modern, efektif, efisien, dan menyenangkan. Peserta didik memiliki keterampilan yang berbeda-beda dan karakteristik tersendiri yang tentu mempengarui pembelajaran di kelas. Pada penelitian ini diketahui bahwa pemilihan metode pembelajaran bahasa Inggris menggunakan permainan dapat mempermudah peserta didik dalam memahami materi yang disampaikan oleh guru. Strategi pembelajaran dengan permainan ini cocok untuk memberikan semangat peserta didik dibanding menggunakan metode ceramah pada umumnya yang terkesan membosankan dan membuat siswa kurang memahami materi. Pembelajaran dengan permainan guru harus memberikan instruksi dengan jelas dan singkat menggunakan peragaan untuk siswa memahami instruksinya. Permainan dapat membantu siswa menciptakan suasana yang menyenangkan, pelajaran santai, memotivasi dan meningkatkan kemampuan menulis siswa. Pemilihan permainan disini

menggunakan simon says yang dapat melatih peserta didik berkomunikasi dan lebih aktif dalam pembelajaran bahasa Inggris di kelas.

Kata kunci: Simon Say Media Pembelajaran; Kemampuan Bahasa Inggris; Siswa Sekolah Dasar

1. Introduction

Language is a very important element in everyday life. Language is used as a tool to communicate and interact. In the world of education, the most commonly taught foreign language is English and it is one of the communication media nowadays, because English is a foreign language used in international level communication. So that education in Indonesia includes learning English that must be studied. In learning English, it must be taught to children from an early age, such as learning for children in elementary school. Elementary school students are taught by English-speaking teachers with an understanding of English vocabulary first. Then, students are taught four skills, namely listening, speaking, reading and writing. English vocabulary as a skill element that has an important role for young students in learning foreign languages because teaching English in elementary schools is certainly different from teaching English to adults. For elementary school students, learning English should be done gradually. Elementary school students certainly have their own characteristics that will affect learning in the classroom. Therefore, the teacher must be able to choose the right strategy so that English learning can be carried out with enthusiasm and easy for students to understand, one suitable way to teach English vocabulary by using the Simon Says game. Learning strategies can be done because it can be easier for students to remember and memorize vocabulary. The Simon Says game also has an impact on the interaction skills between friends and students do not feel bored when learning English in class.

2. Methodology

This type of research uses data that is actually obtained and uses which ones are suitable for use by students and which are not suitable for use by students. Researchers analyze, research, and provide quantitative results. The result of the research is that elementary school students learn English in stages with a strategy teacher that must be fun by using good and not boring methods. This study found that teachers must have skills in choosing a learning method that gives an uplifting effect and is easily understood by students. In this study, the author carefully and thoroughly in writing and understanding how the discovery of learning English goes well. Researchers analyze, present and implement the results of their research into a study of English learning theory using fun games.

3. Result & Discussion

Childhood is a time of play. Playing for them is a necessity. The importance of playing for children is shown by a proverb in English "All work and no play makes Jack a dull boy". Although the proverb in English means "people who work non-stop will become bored and become boring people", the proverb uses the word "boy" instead of the word "man". This shows that children really need to play. Play activities for children can be said to be the same as work activities for adults. In playing children also learn, such as learning to socialize and work together and learn other things. Seeing the importance of playing activities for children, playing can also be applied to the context of learning at school, one of which is learningEnglish.

Before discussing further about the use of play activities for learning, we will first

mention a little about the meaning of the words "play" and "game" in English. In English the word "play" is translated as "play" while "game" is translated into the word "game". If we look at the Cambridge Advanced Learner's Dictionary, one of the explanations or meanings of "play" is "when you play, especially as a child, you spend time doing an enjoyable and/or entertaining activity". Meanwhile the word "game" in the dictionary is defined as "an entertaining activity or sport, especially one played by children, or the equipment needed for such an activity". The common element of both the words "play" and "game" is an entertaining activity. On this occasion the word "game" will be used which means referring to games or play activities carried out by children.

In using games for learning, teachers need to pay attention to several things, including: instructions, classroom settings, and the suitability of games with learning objectives. When the teacher gives instructions, he or she should give them clearly and concisely. Use examples or demonstrations to make it easier for students to understand the instructions. While for classroom settings, teachers need to consider the conditions and situations of the room as well as the situation of the students For example, is the room spacious enough for students to move freely? Do you need to change the position of the tables/chairs in the classroom? Etc. For the suitability of games with learning objectives, teachers must choose the type and content of games that are in accordance with learning objectives so that games are not only fun activities for students but also help achieve learning goals.

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

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 period 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 opportunities for practice
8. fluency and reduce teacher dominance in the classroom.
9. Games can help create a pleasant atmosphere and reduce the gap between teacher and student.
10. Games can reveal further language weaknesses and needs.
11. Games can help motivate and improve students' writing skills by a way to provide the reader with real context and purpose.

From the points above we can see so many benefits of games for learning English at school. These benefits can be applied to teach both macro skills such as reading, writing, listening and speaking as well as micro skills such as pronunciation, grammar mastery, and vocabulary. One of them Simon says. This game can be used to teach many things such as parts of the body, objects in the classroom, numbers, to practice listening skills, and strengthen the understanding of command verb forms. This game can be played for children from kindergarten and above, including elementary school students with beginner level English skills.

Play procedure

To teach parts of the body, the teacher first drew a sketch of a king on the blackboard. Then he said, "This is Simon, he is a very big and strong king". You must do as the king commands." After that the teacher said for example:

Simon says, "Touch your nose". Simon says, "Touch your neck" and so on until some parts of the body while demonstrating (for elementary school children low level). After that the teacher said, "Listen carefully, if Simon doesn't order, don't do it."

Touch your ears. No, don't do it. Simon didn't order it. Simon says, "Touch your ears". Good, now you can touch your ears. Do this activity continuously until the children understand. If they already understand, the children can be appointed alternately to lead the game. Simon's name can be replaced with the name of the child in the class. When a child makes a mistake, he or she is asked to get out of the game and sit down, but in doing so, they must pay attention to the conditions and situations so they don't annoy them later because they are bored of doing nothing. To teach objects in the classroom, the same procedure can be done, by replacing parts of the body with objects in the classroom. (adaptation from Claire,1988)

4. Conclusion

In the game Simon says, the child must concentrate on listening to instructions, remembering them and carrying them out correctly. A study conducted on more than 800 pre-school age children (3-6 years) from the United States, China, Taiwan and South Korea showed that children who played in Simon-like games said they achieved higher academic results. Research also shows that games that emphasize listening to instructions carefully and implementing them can improve self-regulation.

If the game is often played for a long period of time, about three months or more, it can help higher academic achievement, especially in improving vocabulary, mathematics and early literacy.

Procedure of Collecting Data

1) Pre-test

The researcher gave pre-test before treatment. Pre-test consist of 20 questions from multiple choice and 20 questions from matching test. And the researcher gave the students 80 minutes to answer the question.

2) Treatment

After pre-test the researcher gave treatment by using Simon Says Game. The researcher was doing the teaching and learning process in six meetings. Some steps of treatments and used Simon Says Game according Wright, (2006:120)

a. The researcher asked the students about the previous material
   a. The researcher gave vocabulary about verb and noun.
   b. In material noun the researcher give the students vocabulary in form picture.
   c. The researcher explain how to pronounce of vocabulary that has been given.
   d. The researcher introduces of Simon Says Game
   e. The researcher used Simon Says Game in learning process. The steps using Simon says game as bellow :

Anything Simon says that the learner should do, they must do exactly, but anything said without Simon's name should not be obeyed. For example: Teacher : Simon says, stand up! (all the learner stand up), Simon says, touch your bag! (all the learners touch their bag), touch your bag! (the learners must not touch their bag because the order wasn't given by Simon).

The usual rules require a player to drop out the game if he or she does the action

when the order was not preceded by Simon says. However, these are the learners who need most practice in listening so ask them to continue playing but to remember how many mistakes they made and to try to do better next time.

Once the game is familiar, invite learner to take over the role of Simon.(i.e. your role) either with the class as a whole or in pair work.

3) Post-test

After the researcher gave a treatment, the researcher gave post-test to the students. In post-test consists of 20 questions from multiple choice and 20 questions from matching test and the researcher gave the students 80 minutes to answer the question.

The process of learning to teach English by using this game can also create motivation and enthusiasm for students in learning English. Usually in teaching English, especially words, elementary students prefer to use media examples, in the form of games that match the material being taught. then based on several studies and teacher's experience in teaching English vocabulary, the use of games as learning media can improve students' ability to master vocabulary. In addition, happy student learning processwill look enthusiastic and more enthusiastic in learning

Given the size of games as a language learning tool and the variety of activities that can be carried out in the classroom, teachers need to appreciate Simon's use of word games to learn English. Various studies and articles have also proven that game media as authentic material can make it interesting and fun, increase students' interest in learning, provide exposure to everyday language which is generally not shown in textbooks, and integrate several language skills at once. One thing that the teacher also needs to pay attention to is the discussion of cultural aspects when the teacher uses the word game Simon Says in the classroom. Therefore, the teacher must be able to choose the right strategy so that English learning can be carried out with enthusiasm and is easily accessible to students, one of the most suitable ways. to teach English vocabulary by using the game Simon Says. Learning strategies can be done because it can make it easier for students to remember and memorize vocabulary. The Simon Says game also has an impact on interaction skills between friends and students do not feel bored when learning English in class.

Referensi

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