The Effect Of Simon Says Activities In Enhancing Students' Listening Skills At Smpn 14 Kota Serang

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Abstract

This research aimed to find the effect of Simon Says activities in enhancing students' listening skill at SMPN 14 Kota Serang. Quantitative research method by implementing quasi-experimental study using Simon Says activities to enhancing students' listening skill at SMPN 14 Kota Serang. The population was seventh-grade students with 2 classes as a sample. In this study, 37 students in the experiment class and 37 students in the control class made up the sample. The data were collected using listening pre-test and listening post-test as instruments. SPSS 22.0 were used to analysed the data. The result of the research was there was significant difference between experimental class and control class where experimental class score increased to 84.41, while the control class only increased to 74.05. The analysis showed that the mean score of post-test in the experimental class was higher than control class. The result of Independent Sample Test table in this study was $0.000 < 0.05$. This value means that the alternative was accepted and the null hypothesis was rejected. It can conclude that there is significant effect of Simon Says activities in enhancing students' listening skill at SMPN 14 Kota Serang.

Keywords: Simon Says, Listening Skills, English Learning Technique

INTRODUCTION

English has become the global language of communication, making it essential for individuals to acquire proficiency in the language to succeed in today's interconnected world. However, many Indonesian students struggle with English language learning, particularly in developing their listening skills. This difficulty stems from various factors, including limited exposure to English in everyday life, lack of confidence in speaking English, and ineffective teaching methods. To address these challenges, educators must employ effective teaching strategies that can motivate students and enhance their language learning experience. One such strategy is the use of interactive activities, such as games and role-plays, to create a fun and engaging learning environment (Safaroh, Juniardi, & Handayani, 2022).

Many students are nervous and lack confidence when communicating in English because they do not use it in everyday situations. Their listening skills are poor because they do not use English when communicating. Students' lack of listening skills during English learning in class can lead to misunderstandings about the teacher's intentions, making them fearful of making fatal mistakes when dealing with English assignments. Listening is critical because it is one of the most productive skills used in oral communication, aside from speaking. Furthermore, because it helps students understand the word's definition, listening is an essential component of language learning. Students may struggle to recognize words while others who are already familiar with them may struggle to comprehend the sentence's meaning (Windamayanti, Atmowardoyo, & Munir, 2022). As a result, teachers must do their best to assist the student in enhancing their listening skills by developing a better learning system.

Ice breaking is one strategy for overcoming this problem. These activities are typically completed at the beginning or middle of a learning session. The goal is to break the silence, increase social interaction, and create a more relaxing and enjoyable environment. Ice breaking can assist the student to improve their focused, open, and active participants in the process of learning by creating a relaxed and fun environment. When students feel more at ease and relaxed, they are more motivated and focused on their studies. Motivation is required for student development during the learning process; whether or not students are motivated influences their abilities (Adi, 2021). One of the ice breaking activities that we can do is playing Simon Says. Simon Says is a listening and order activity that children and students love to play, but it is also effective for learning, as it is based on speaking, listening and doing instructions based on simple sentences. Students have the chance to comprehend the language or words used during the activity through Simon Says.

The words used are meaningful and fun, so students can practice using them repeatedly. This helps learners to understand, remember and then reuse the language in the future.

Simon Says allows learners to feel closer to their peers. They can interact in a relaxed and pressure-free environment, which makes them more comfortable listening to English conversations. This type of activity can also help students become more comfortable listening to someone communicate in front of the class or a small group in English. Simon Says can also allow learners to boost their English listening ability. Teachers are required to create active learning environments and encourage learners to participate in improving their listening skills during the learning process (Ariani, Widiana, & Ujianti, 2021). Using a variety of media, methods, and techniques motivates students and increases their interaction (Juniardi, Herlina, Lubis , Irmawanty, & Pahamzah, 2020). Fun and interactive activities can provide an initial boost to students' speaking skills, thereby indirectly improving their listening skills. However, if teachers do not provide engaging and interactive activities, students will be unmotivated to learn, and learning activities will become tedious. Fun and interactive activities will encourage students to learn and overcome their reluctance to listen to others when speaking English in school.

This research investigates the potential of the Simon Says activities to enhance students' listening skills. This issue came up when the researcher came to SMPN 14 Kota Serang to conduct pre-observation. The researcher's short pre-observation at the school revealed that the teacher did not use any kind of ice breaking method in English learning activities. Furthermore, according to the researcher's interviews, it was revealed that most students in Grade VII faced challenges in developing good English-listening skills. The researcher of this study discovered that a lot of learners still struggle to recognize the sound of words, meaning, and topic in the English language when hearing the oral version. This indicates the students' abilities in listening ability are still low. In addition, teachers at these schools do not use strategies that specifically upgrade their listening skills. Therefore, it is necessary to identify strategies that are effective in helping students overcome these challenges and improve their listening skills in English.

Knowing more about the way Simon Says works to improve students' listening abilities, teachers can design better learning experiences and support students' listening skill development more effectively. the findings of this study could help schools and educational institutions create more innovative and effective English teaching methods. Thus, Improving the quality of English instruction in Indonesia may require a deeper comprehension of Simon Says' impact on English study.

METHOD

Research Design

An experimental quantitative research design was used in this investigation. The methodical examination of phenomena through numerical data and computational, mathematical, or statistical techniques is known as quantitative investigation. This study uses a quantitative design because quantitative research uses large samples, and results from well-conducted studies are frequently generalizable to larger populations. However, research must be well designed to avoid misinterpretation or inaccurate reporting of results (Price & Lovell, 2018).

Quantitative research aims to gain a better understanding of this study phenomenon by collecting quantifiable data. This design aims to generalize findings to a larger population while also providing objective empirical evidence (Creswell, 2015).

All 305 Class VII students at SMPN 14 Kota Serang made up the study's population. Cluster random sampling was used to choose a representative sample. Using two classes where VII E as the experimental class meanwhile VII F as the control class, were used with a Google Spinner. The chosen sample was guaranteed to be representative of the overall population thanks to this sampling technique.

In this case, the class was spited into two groups by the researcher namely experimental class and control class. The experimental class was given the *Simon Says* strategy, while the control group followed the conventional procedure without applying the *Simon Says* strategy. The experimental group was taught and practiced Simon Says as a learning method, while the control group continued to learn as usual without using Simon Says. Afterwards, the listening skills of both groups were measured and compared by pre-test using standardized tests or other methods. Then, the student receives the treatment. After receive the treatment, both groups receive the post-test to measured and compared their ability after receiving the treatment. The effect of the Simon Says exercise on enhancing students' listening skills was assessed by comparing the outcomes of the experimental and control groups. The data were statistically analyzed to see if there was a significant difference between the two classes.

Instrument

1. Listening Try-Out

A test is a tool used to evaluate a person's performance, expertise, or aptitude. A test is a device or thing that asks the test-taker to do particular tasks. Multiple-choice questions with preset answers are necessary for the process to be clear and structured in order to be considered a test. The first step in gathering data was to hold a tryout. A listening try-out was given to sample participants before to the administration of the pre-test and post-test. 50 multiple-choice questions made up the listening test, which was used to evaluate reliability and validity.

2. Listening Pre-test

A test or measurement given to subjects prior to experimental treatment is the listening pre-test. Before beginning treatment, Students' listening abilities were assessed using a pre-test. Before students receive treatment, this test is administered to ascertain their baseline knowledge and fundamental skills. 15 listening questions were used in this study.

3. Listening Post-test

The goal of the listening post-test is to investigate students' knowledge and evaluate their skills following treatment. There were 15 listening questions on this post-test.

Data Collecting Procedure

This is how the study is carried out. The researcher conducted this study with seventh-grade students at SMPN 14 Kota Serang during the 2024–2025 school year. The researcher conducted the investigation using the following procedures after receiving permission:

a. Conducting Pre-Observation

The researcher is performing research at the school for the pre-observations. This is conducted to identify whether the sample and population exist in the school.

b. Determining the population

The students are from the SMPN 14 Kota Serang class which is seventh grade in that school. The researcher used a sample of seventh-graders from the seventh-grade class at SMPN 14 Kota Serang for this research.

c. Preparing for the pre-test

The researcher used the listening question approach to administer a test to students in SMPN 14 Kota Serang's seventh grade to conduct their study on the effect of *Simon Says* and students' listening skills. It seeks to establish understanding and demonstrate the link between the usage of *Simon Says* and the student's listening skills. There are 15 questions on the test. The students have to choose the question based on their own choice. All students in the following class are given the test. To ensure that the test would not provide unexpected results, they all took it on the same day.

d. Conducting the treatment in the classroom

The implementation of the treatment carried out when using the *Simon Says* in learning is being carried out in a classroom environment. The researcher applies certain strategies in classroom learning activities where after the treatment is implemented, data collected to assess the changes that occur in the classroom.

e. Conducting for the post-test

In preparing for the post-test that carried out in the classroom, the researcher makes a test that is carried out after the treatment is being carried out in the classroom. This post-test is usually conducted as a measurement or test after the treatment or intervention is completed to assess changes in the dependent variable or the variable being studied.

f. Collecting the data

After all the processes have been carried out, researcher collected the data obtained to serve as evidence of the effectiveness of using the *Simon Says* strategy with students.

g. Analyzing the data

Data analysis occurs after the researcher has collected all of the data. During this process, the researcher analyzes what is learned in class, looking for patterns, relationships, or trends in the data that could provide deep insight into the research subject and serve as evidence for the research being conducted. This research using normality test, homogeneity test, and T-test

h. Concluding the data

This process occurs after the collected data has been analyzed and determined to be effective in using *Simon Says* with students in the classroom. In concluded data, this process may include a summary of the main findings, the identification of patterns or trends discovered in the data, and the results of the researcher's analysis.

RESULT AND DISCUSSION

Result

This study aims to assess the extent to which Simon Says exercises enhance the listening abilities of SMPN 14 Kota Serang pupils. Two classes, 7E as the experimental group and 7F as the control group, were selected by random sampling. A pre-test and a post-test were administered to both classrooms at the beginning and end of the study in order to assess the effectiveness of Simon Says.

a. Validity Test

Before the instrument is used in this study, the instrument must first be tested on several respondents who are determined to test its validity. When the instrument is valid, then the data can be used for research. The instrument in this study was tested on a randomly selected class in class VII by the researcher. The instrument was tested by 32 respondents. To confirm the test's validity, the researcher employed content validity, which measures the program's content. The original data compilation of the student listening test can be found in the appendix. Using SPSS (Statistical Package for Social Science) software version 22, The validity of the instrument was evaluated by the researcher using Pearson's product moment correlation. The findings of the computation and validity test of the students' listening skills are as follows:

Table 1 The Result of Counting the Validity of the Listening Question

Criteria	r_{table}	Question Numbers	Total
Valid	0,349	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 30, 36, 37, 38, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50	39
Invalid		12, 14, 16, 21, 29, 31, 32, 33, 34, 35, 39, 49	11

From this table, an item is declared valid if the calculated person correlation result> rtable (sig 0.05). To determine the value of rtabel (sig 0.05) can be seen in the table r product moment with the amount of data (n) = 32 in the attachment. Table r product moment with the number of respondent data (n) = 32 is 0.349. then the items of listening skill consisting of 35 items, 39 items are declared valid, and 11 items are declared invalid or fallen and cannot be used.

b. Reliability Test

Reliability is a tool to evaluate a question as a variable indicator. Questions are considered reliable when the tested subject's response to the statement remains consistent or stable over time. The examination of reliability is critical because results obtained from inaccurate measuring tools may lead to incorrect research conclusions. The reliability of the instrument created by the researcher was assessed in this study using Cronbach's alpha.

If the coefficient value of a data is greater than 0.60, then the data is declared reliable and consistent so that it can be used in research. However, if the coefficient value of a data is less than 0.60, the data is not reliable and consistent so that the data cannot be used as a research instrument.

Table 2 Pre-Test Reliability Statistic

Cronbach's Alpha	N of Items
.847	15

Based on the table above, the Cronbach alpha coefficient value is 0.847. If the Cronbach alpha coefficient value is in the 0.80 - 0.90 range, then the data is included in the Highly Reliable category so that the data can be used as an instrument.

Table 3 Post-Test Reability Statistic

Cronbach's Alpha	N of Items
.847	15

The Cronbach alpha coefficient value of 0.800 falls within the highly reliable range of 0.80 to 0.90. This indicates that the data collected is reliable and can be used as an instrument for further analysis.

Researcher used Cronbach's Alpha to analyze the questions in order to assess their reliability. According to the Cronbach's Alpha Reliability Level table, the value is higher than 0.7, so the question is acceptable. The Cronbach's alpha coefficients for the pre-test and post-test are 0.847 and 0.800, respectively, according to the Reliability Statistics table. Both values are above 0.8 and fall into the highly reliable category according to these data. Therefore, the problem formulation can be solved using any item in the pre- and post-test question sets.

Results and Analysis

Table 4 Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	37	40	80	59.49	10.186
Post-Test Experimental	37	60	100	84.41	10.439
Pre-Test Control	37	40	80	57.68	10.325
Post-Test Control	37	53	93	74.05	9.643

According on the statistics in table above, the English listening skills of experimental class students obtained an average score of 59.49 with the lowest score of 40 and the highest score of 80.00 in the pre-test. Meanwhile, the experimental class post-test results had the lowest score of 60, and the highest score was 100 with an average score of 84.41. Meanwhile, the pre-test results for the control class had the lowest score of 40, the highest score of 80, and an average of 57.68. Then the post-test results for the control class had the lowest score of 53 and the highest score of 93 with an average of 74.5. A comparison of the pre-test and post-test results for the experimental and control classes indicated that students taught using Simon Says activities had significantly better listening skills than those taught without used Simon Says activities.

a. Homogeneity Test

To assess the homogeneity of the data, a homogeneity test was used. The experimental and controlled class mean from the pre-test was the writer's main focus. To verify the homogeneity of the experimental and control classes, the author employed SPSS 22 Levene Statistic.

Table 5 Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.008	1	72	.931

According to the table above, the significance score of the pre-test from the experimental and controlled class was 0.931. It showed that the pre-test from the sample from the sample in this study was homogenous because the data are indicated homogenous if the significance score is more than sig $\alpha = 0.05$ (0.931 > 0.05). After that, the result of the post-test homogeneity test is presented as follows:

Table 6 Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.357	1	72	.552

From the table above, the significance score from the post-test from experimental and controlled class was 0.552. The post-test results indicated a significance level of 0.552, exceeding the alpha value of sig $\alpha = 0.05$. Thus, it can be concluded that the data of the post-test was homogenous.

b. Normality Test

To ascertain if the data in the experimental and control groups showed a normal distribution pattern, the author employed a normality test. A significance value greater than 0.05 for either group suggested normality. The normalcy test in this study was performed using SPSS 22 and the Kolmogorov-Smirnov techniques. The two classes' pre-test and post-test normality test results are shown as follows:

Table 7 One-Sample Kolmogorov-Smirnov Test

		Pre-Test Experimental Class	Post-Test Experimental Class	Pre-Test Control Class	Post-Test Control Class
N		37	37	37	37
Normal Parameters[a,b]	Mean	59.49	84.41	57.68	74.05
	Std. Deviation	10.186	10.439	10.325	9.643
Most Extreme Differences	Absolute	.143	.123	.141	.138
	Positive	.143	.123	.141	.138
	Negative	-.121	-.119	-.130	-.137
Test Statistic		.143	.123	.141	.138
Asymp. Sig. (2-tailed)		.053[c]	.172[c]	.062[c]	.072[c]

According to the table above, the pre-test significance score of experimental class was 0.53 and 0.62 in the controlled class. Because the significance score in the experimental class was $0.053 > 0.05$ and $0.62 > 0.05$ in the controlled class, it meant that the data were normally distributed because the significance score in both classes were more than and equal to the significance level ($\alpha = 0.05$).

While in the post-test significance value, the experimental class gets a significance value of 0.172 and the control class is 0.072. Because the significance score in the experimental class was $0.172 > 0.05$ and $0.72 > 0.05$ in the controlled class, it meant that the data were normally distributed because the significance score in both classes were more than and equal to the significance level ($\alpha = 0.05$).

c. T-Test

The test of hypothesis was carried out to address the research question and investigate the research hypotheses following the completion of the normality and homogeneity tests, as demonstrated in the preceding chapter. These are the research hypotheses:

Null Hypothesis (Ho), there was no effect of Simon Says Activities in Enhancing Students' Listening Skills at SMPN 14 Kota Serang

Alternative Hypotheses (Ha), there was a significance effect of Simon Says Activities in Enhancing Students' Listening Skills at SMPN 14 Kota Serang.

Table 8. Independent Samples Test

		Lavene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence level Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Differences	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	.357	.552	4.431	72	.000	10.351	2.336	5.694	15.009

Equal variances not assumed	4.431	71.552	.000	10.351	2.336	5.693	15.009

Based on the table of independent samples test above, the result of p-value or the sig. (2-tailed) of this study was 0.000. It showed that the value was lower than the significance value determined 0.05. Thus, it can be said that the alternative hypothesis was accepted and the null hypothesis was rejected. In this study since the sig. was 0.000 lower than 0.05. Therefore, it meant that there was an effect of *Simon Says* Activities in enhancing students' listening skills at SMPN 14 Kota Serang.

Discussion

Based on the data analysis above, Simon Says activity has a significant influence on students' listening skills at SMP Negeri 14 Kota Serang. Simon Says is a fun activity that helps teach listening skills and following directions. One person stands as "Simon" and gives order. Players only have to follow order that start with "Simon says" testing their focus and memory. Although the Simon Says activity has a big effect on students' listening skills, students still need to find their motivation in learning English as this has a big impact on their learning skills especially their listening skills.

In order to get started, the researcher ran tests outside of the experimental and control groups. The purpose of this test was to evaluate the tools that would be utilized for the study's pre- and post-tests. Following the processing of the try-out results data, the researcher began by administering a pre-test during the first meeting to gauge the students' starting proficiency prior to the strategy's implementation. Based on the two results, there is no discernible difference in the scores and both classes have equal abilities. Following that, the experimental class received treatment twice in two meetings from the researcher, while the control group only used the conventional approach and skipped the Simon Says activity during the two sessions. After the material is finished, this Simon Says activity is done either in the middle or at the end of the learning process. This will assist researcher in treating patients in a manner consistent with the content being taught. The researcher then administered a post-test to both classes. The study's findings were derived from a comparison of the two classes' pre- and post-test scores. The experimental class that used the Simon Says activity strategy had a higher post-test score than the same class, as can be observed.

Using a quasi-experimental design, this study split the sample into two groups: a control group that received no treatment and an experimental class that received treatment. In the pre-test, the experimental class scored an average score of 59.49, whereas the control class scored an average score of 57.68. After the implementation of the Simon Says activities strategy, researcher conducted a post-test after the treatment period. The post-test results showed that the experimental class score increased to 84.41, while the control class only increased to 74.05. From these results, it can be concluded that both classes experienced an increase in scores from pre-test to post-test. However, the significant increase was mainly seen in the class that applied the Simon Says activity strategy, indicating that this strategy contributed greatly to the enhancement of listening skills.

To find out if using the Simon Says activity strategy had a significant impact on students' listening abilities, the researcher also performed an independent sample t-test. The test results showed that the p-value or sig (2-tailed) was 0.000, which is smaller than the 0.05 level of significance. This shows that the alternative hypothesis is accepted and the null hypothesis is denied. Therefore, it can be said that SMPN 14 Kota Serang students' listening abilities are significantly impacted by the usage of Simon Says activities.

CONCLUSION

Based on the research findings in the previous chapter, the researcher found that there was a significant effect in the use of Simon Says activities on students' listening skills. The results showed that students' listening skills improved when using Simon Says in the learning process. Before the application of Simon Says in learning, the students had never used an interesting method to improve students' listening skills. Therefore, the researcher gave the treatment as Simon Says method in learning. When the researcher introduced and demonstrated the Simon Says activities in class, the students were enthusiastic and interested. The students followed the instructions given and they looked serious during the learning process. In addition, based on the results of the study, The results of the independent sample t-test showed a p-value of 0.000. This means that the null hypothesis is rejected and there is a significant effect in Simon Says activities in students' listening skills. It can be concluded that in the previous meeting before the treatments with the researcher, many students

had low listening skills. As a result, their listening scores were low during the pre-test. Then, the application of Simon Says as a learning method turned out to be effective for improving students' listening skills. This shows that the use of Simon Says has a significant effect on students' listening skills.

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