

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING SIMON SAYS GAME ON STUDENTS'
LISTENING SKILL OF THE SEVENTH GRADE AT SMP N 2
MARGA TIGA**

By :

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUT FOR ISLAMIC STUDIES OF METRO
1445 H/2023 M**

**THE INFLUENCE OF USING SIMON SAYS GAME ON
STUDENT'S LISTENING SKILL OF THE SEVENTH GRADE
AT SMP N 2 MARGATIGA**

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In English Education Department

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu 'alaikumWr. Wb.

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**THE INFLUENCE OF USING SIMON SAYS GAME
ON STUDENT'S LISTENING SKILL OF THE SEVENTH GRADE AT
SMP N 2 MARGATIGA**

ABSTRACT

By : Talia Kussumawati

The main purpose of this study is to determine whether there is a positive and significant Influence of Using Simon Says Game on listening skill of seventh grade students of SMP N 2 Margatiga.

This research method is quantitative research with the type of quasi-experimental research. In this study, the research sample was seventh grade at SMP N 2 Magatiga. The data collection technique in this study was test and documentation.

Based on the result of the study it can be concluded that from the t-observed value of 4.587 while the t-table is at a significant level of 5%, which is 2,000, which means that $t\text{-observed} > t\text{-table}$. The sig.(2-tailed) value obtained from the independent sample t test is .000. it shows that the significance value < 0.05 . It means that there is positive and significant Simon Says Game on the students listening skill of seventh grade at SMP N 2 Margatiga.

Keyword : Simon Says Game, Listening Skill, Listening Game

**PENGARUH PENGGUNAAN PERMAINAN SIMON SAYS TERHADAP
KEMAMPUAN MENYIMAK SISWA KELAS TUJUH SMP N 2
MARGATIGA**

ABSTRAK

Oleh : Talia Kussumawati

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang positif dan signifikan Simon Says Game terhadap pemahaman menyimak siswa kelas tujuh SMP N 2 Margatiga.

Metode penelitian ini adalah penelitian kuantitatif dengan jenis penelitian kuasi eksperimen. Dalam penelitian ini yang menjadi sampel penelitian adalah siswa kelas tujuh SMP N 2 Magatiga. Teknik pengambilan data dalam penelitian ini adalah dengan menggunakan test dan dokumentasi.

Berdasarkan hasil penelitian dapat disimpulkan bahwa dari nilai t-observed sebesar 4,587 sedangkan t-tabel pada taraf signifikan 5% yaitu 2,000 yang berarti $t\text{-observed} > t\text{-tabel}$. Nilai sig. (2-tailed) yang diperoleh dari uji independent sample t test adalah 0,000. Hal ini menunjukkan bahwa nilai signifikansi $< 0,05$. Hal ini berarti terdapat pengaruh yang positif dan signifikan permainan Simon Says terhadap kemampuan menyimak siswa kelas tujuh SMP N 2 Margatiga.

Kata Kunci : Permainan Simon Says, Keterampilan Mendengar, Permainan Mendengarkan

STATEMENT OF RESEARCH ORIGINALITY

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The Researcher



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MOTTO

سمعنا واطعنا

“We listen and we obey”

(Q.S. Al-Baqarah 285)

DEDICATION PAGE

I am pleased to dedicate this undergraduate thesis for :

1. Almighty Allah, thank you for the blessings of health and strength that have been given so that I can finish my thesis on time
2. To my beloved parents, Mr. Kusniarto and Mrs. Ni Wayan Sri Darmawati who always prays and supports me. Thank you for everything
3. To my brother Dian Kurniawan and Agil Indra Saputra, who always encourage me to always be enthusiastic
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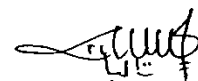
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In the name of Allah, the most gracious, the most merciful. First of all the researcher deepest thank to Allah SWT, the lord of the universe an to our prophet Muhammad SAW, may peace and blessing be upon him, his family and his followers. This is a undergraduate thesis end title *The Influence of Using Simon Says Game on Students` Listening Skill of The Seventh Grade at SMPN 2 Margatiga*. The researcher would like to express my gratitude to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag. PIA. as Rector of IAIN Metro.
2. Dr. Zuhairi M.Pd as Dean of Tarbiyah and Teacher Traning Faculty of IAIN Metro.
3. Dr. Much Deiniatur, M.Pd.B.I. as the Head of English Education Department of IAIN Metro.
4. Dr. Widhiya Ninsiana, M.Hum as Sponsor.

The researcher do apologizes for all mistakes in writing this undergraduate thesis and presentation items. All constructive comments and suggestions are extremely welcomed to lighten up the quality of this undergraduate thesis. Hopefully this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally. Aameen

Metro, Des 5th 2023



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TABLE OF CONTENT

TITLE PAGE	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENT	iii
LIST OF TABLE	iv
LIST OF FIGURE	v
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Identification of Problem	4
C. Problem Limitation	4
D. Problem Formulation	4
E. Objectives and Benefit of Study	6
F. Prior Research	6
CHAPTER II LITERATURE REVIEW	10
A. Concept of Listening Skill	10
1. Definition of Listening	10
2. Process of Listening Skill	12
3. Assessment of Listening Skill	15
B. Concept of Simon Says Game	18
1. Definition of Simon Says Game	18
2. Benefit of Simon Says Game	20
3. Teaching Step Use Simon Says Game	22
4. The Role of Simon Says Game	23
5. Listening Through Simon Says Game	24
C. Theoretical Framework and Paradigm	24
D. Hypothesis	25
CHAPTER III RESEARCH METHOD	27
A. Research Design	27
B. Operational Definition of Variable	28
C. Population, Sample and Sampling Technique	29
D. Data Collection Technique	30
E. Research Instrument	32
F. Data Analysis Technique	34

CHAPTER IV RESULT AND DISCUSSION	36
A. Description of the Research	36
1. Description of Research Location	36
2. Description of research data	41
a) Result of Pre- Test	41
b) Data Analysis of Treatment	45
c) Result of Post – Test	46
3. The Influence of Using Simon Says Game	51
a) Prerequisite	51
1) Normality Test	51
2) Homogeneity Test	53
b) Hypothesis Testing	55
1) Independent Sample T- Test	55
B. Discussion	59
C. Limitation	60
 CHAPTER V CONCLUSION AND SUGGESTION	 61
A. Conclusion	61
B. Suggestion	61
 BIBLIOGRAPHY	 63
APPENDICES	66
CURRICULUM VITAE	96

LIST OF TABLE

1.1 The Pre-survey Result	3
2.1 Aspect of Asessing of Listening	15
2.2 Listening Rubrics	16
3.1 Research Design	25
4.1 The Number of Student of SMP N 2 Margatiga	37
4.2 The Teacher of SMP N 2 Margatiga	37
4.3 Pre - Test of Control Class of SMP N 2 Margatiga	41
4.4 Pre – Test of Experiment Class of SMP N 2 Margatiga	43
4.5 Post - Test of Control Class of SMP N 2 Margatiga	47
4.6 Post – Test of Experiment Class of SMP N 2 Margatiga	49
4.7 The Result of Normality Test	52
4.8 The Result of Homogeneity Test	54
4.9 The Result of Independent Sample T – Test	57

LIST OF FIGURE

Figure 1 : The Influence of Simon Says Game on Students Listening Skill of the Seventh Grade at SMP N 2 Marga Tiga	23
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LIST OF APPENDICES

1. Profile of SMPN 2 Margatiga	67
2. ATP/SYLLABUS	68
3. Lesson Plan	70
4. Documentation sheet	77
5. Pre test	78
6. Post test	79
7. Answer key of Pre test	80
8. Answer key of post test	80
9. Assessment	81
10. Result pre test VII.2	82
11. Result pre test VII.1	84
12. Result post test VII.2.....	86
13. Result post test VII.1.....	88
14. Documentation.....	90
15. Prasurvey letter	93
16. Response letter of Prasurvey	94
17. Proposal Guide.....	95
18. Thesis Guidance letter	96
19. Instrument Guide	97
20. Research letter.....	98
21. Response letter of research.....	99
22. Letter of Assignment.....	100
23. Curriculum Vitae	101

CHAPTER I

A. Background of the Study

Listening is paying attention to sounds or actions. Listening is the interpretive act one performs in order to understand, and potentially understand, something that is heard. Listening begins with hearing the speaker produce sound to be heard. While listening, one hears what the other person is saying, and tries to understand what it means.

Listening is important because listening is the initial stage in learning English. There are many benefits that we get from listening. First, listening can improve our pronunciation for the better because by getting used to listening we listen and know how to pronounce it correctly and not carelessly. Second, listening can also increase vocabulary, because by listening unconsciously, vocabulary will be recorded in our brains. Third, listening makes it easier for us to understand something. What is meant by easily understanding something here is easily understanding what the other person is saying. Fourth, listening makes it easier for us to apply the knowledge or information obtained. Such as making it easier for us to tell stories, communicate, and interact with the people around us.

In order for students to have good listening skills, it is necessary to apply appropriate English game. Appropriate English game contain teaching steps that achieve the success of listening learning objectives. Therefore it is important to choose the right English game so the students

are motivated and have a high interest in the listening learning process. Therefore, every teacher must be creative in applying innovative English game in the process of teaching listening.

One game for teaching listening is by using the Simon Says game. Simon says the game is a wonderful mindful exercise. It combines several mindfulness skills as it requires the players to engage in mindful listening to see what movement to make and mindful listening to tune in to make sure they hear the phrase "Simon Says" before they move.

The benefit of Simon Says Game is that it trains students concentration, because students are required to concentrate on listening to instructions, remembering them and carrying them out correctly. Research also shows that Simon Says Game emphasizes listening to instructions carefully and carrying them out can improve self-regulation. If this game is often done for a period of three months or more, it can help higher academic achievement, especially in increasing vocabulary. One benefit that cannot be ignored is that this game is very fun so it makes students not get bored easily when learning.

The researcher had been conducted a pre-survey on November 28 2022 of seventh grade at SMPN 2 Margatiga. The researcher gets the student score and assignment files from the English file by teacher. The results of the pre-survey relating to students' abilities in listening skills are illustrated in the following table:

Table 1.1
The students English score
in English subject of seventh grade of SMP N 2 Margatiga

No	Grade	Frequency	Percentage	Criteria
1	≥ 60	5 Students	20 %	Complete
2	< 60	20 Students	80 %	Incomplete
Total		25 Students	100 %	

Source : Data from English Teacher

From the table above, it can be seen that students' listening is low score is dominated by the minimum mastery criteria (MMC) is incomplete categories. It is known that students percentage who do not reach the minimum mastery criteria (MMC) is 80 %.

To support the data above, the researcher also conducted interviews with English teachers is to find out the students' problems in English listening. From the results the interviews, it can be seen that the students have difficulties to listen English conversation. Because the intensity of the listening to media uses English is rare, so they are not familiar with the English listening. In addition, students also are difficulties in capturing the pronunciation spoken by the listening sound especially if to listen a native speaker said. Another problem they have difficulties understand of the vocabulary in listening recording, because they have a weakness in their English vocabulary.

Therefore, based on the explanation above, it can be concluded that most of the seventh grade students problems in listening skills. So the

researcher will conduct this research by Using Simon Says Game to another influence this game in their listening skill.

B. Identification of the Problems

Based on the problems extracted by the researcher from the results of the pre survey, the results of extracting the problems are as follows:

1. Students are low in English listening skill
2. Students have limited English vocabulary
3. Students have difficulties to distinguish pronunciations
4. Students have difficulties to listen English conversation

C. Problem Limitation

Based on the problems have been identified above, the researcher limits the problems of this research by only focusing on students' have difficulties to listen at the seventh grade of SMP N 2 Margatiga.

D. Problem Formulation

The problem formulation of this research is constructed as: “Is there any positive and significant Influence of Using Simon Says Game on Students` Listening Skill of the Seventh Grade at SMP N 2 Margatiga.”

E. Objectives and Benefits of the Study

1. Objective of the Study

The objective of this research is order to know whether there is a positive and significant Influence of Using Simon Says Game on Students` Listening Skill of the Seventh Grade at SMP N 2 Margatiga.

2. Benefits of the Study

a. For Students

Students will get the opportunity to learn English, especially listening skills by applying different teaching game and bringing benefits to them by using the Simon Says Game teaching game students will concentrate on listening to instructions, remembering and carrying them out correctly.

b. For Teacher

It is hoped that this research will benefit English teachers especially English teachers by providing information related to their students' English skills, especially those related to listening skills. In addition, through this research it is hoped that teachers will get information related to alternative teaching game in listening skills, namely the Simon Says Game. Through this teaching game the teacher can motivate students to be more actively involved in the learning process of literacy skills so that students' listening skills are expected to be better.

c. For the Other Researchers

It is hoped that this research will provide benefits to other researchers by not only providing information related to students' listening skills with the Simon Says Game. That is because, through this research, other researchers will get detailed information about the steps and research results related to the application of the Simon Says Game in teaching listening skills. Therefore, it is hoped that other researchers can follow up this research by developing it into other forms of research.

F. Prior Research

This research was conducted based on several prior research. The firstly prior research was done by Farizawati and Mellysa. Her study the title is “The use of Simon Says Game to Improve Listening Students Skill.”¹ This research conducted in SMAN 1 Simpang Tiga in 2021. The research method used is a classroom action research (CAR) method that surveys students in class XI IPA 2 of SMAN 1 Simpang Tiga. The purpose of their study was to examine the extent to which students' listening comprehension was achieved using the Simon Says Game. This means that using the Simon Says game can be helpful in improving listening lessons, especially students' listening skill.

There are similarities and differences between this research and prior research. The similarity lies in research topics related to the use of Simon Says in listening. The similarity lies in the research topic related to the use of Simon

¹ Farizawati and Mellysa, *The Use of Simon Says Game To Improve Student Listening Skill*, Vol 1, No 2, June 2021, 258.

Says in teaching listening. Meanwhile, another similarity is using Simon's game to test students' understanding while listening. The difference in research methods is that the two studies use different research methods. Research researchers use classroom action research (CAR) research methods, while prior research using quantitative methods. Another difference is in the samples tested. This is because researchers previously studied students of SMAN 1 Simpang Tiga. Research researchers conducted with SMP N 2 Margatiga.

Secondly by Miftah A'inun Ni'mah, Refi Ranto Rozak and Ima Isnaini, the title of the research is "Teaching Listening Skill Using Simon Says Game".² The research location is SMK 2 Bojonegoro in 2018. The research method used is a qualitative research method that studies students X Welding Engineering SMK 2 Bojonegoro. The aim of the research was to use the Simon Says game to find out how well students' listening comprehension. The results research indicated that there was a significant difference in the improvement of the listening skills of the students taught by Simon Says. This means that using the Simon Says game to teach listening is very useful, especially for improving students' listening skills.

There are similarities and differences between this research and prior research. The similarity lies in the research topic related to the use of Simon Says in teaching listening. The purpose of the second equation is to find out students' listening comprehension using Simon's game. Although the difference in research methods is that the two studies use different research

² Miftah A'inun Ni'mah, "Teaching Listening Skill Using Simon Says Game." Vol 1, No 1, 2020, 1.

methods. Quantitative methods are used in research researcher. while qualitative research methods are used in prior research. Another difference is the sample examined. This is because the research in question examined SMK 2 Bojonegoro. Research researcher is related to students of SMP N 2 Margatiga.

Next research is by Anggi Anggraini Nasution. The title of the research is "Simon Says Game on Practicing Listening Skill: Students' Perspectives."³ The place of research is MTS Madinatussalam. The research method used is a quantitative research method that studies VIII-3 students of MTS Madinatussalam Medan. The purpose of this research is to use the Simon Says game to find out how well students' listening comprehension is. The results of the research indicated that there was a significant difference in the listening ability of the students taught by Simon Says. This means that using the Simon Says listening learning game is very useful, especially for improving students' listening skills.

There are similarities and differences between this research and prior research. The similarity lies in the research topic related to the use of Simon Says in teaching listening. The purpose of the second equation is to find out students' listening comprehension using Simon's game. Although the difference in research methods is that the two studies use different research methods. The researcher used a quantitative research but another research used a qualitative research.

³ Anggi Anggraini Nasution, *Simon Says Game On Practicing Listening Skill: Students' Perspective* Vol 1, No 1 January – June 2022, 52.

The novelty of this study is that in this study researchers used quantitative methods with experimental type. Whereas the prior research used Classroom Action Research (CAR) and qualitative methods.

CHAPTER II

LITERATURE REVIEW

A. Concept of Listening Skill

1. Definition of Listening Skill

Listening is the active process of receiving, constructing meaning from, and responding to spoken and or nonverbal messages. It involves the ability to retain information as people as to react empathically and/or appreciatively to spoken and/or nonverbal messages.⁴ For example, if people listen to someone talk about difficulties they are experiencing at work, people will focus our full attention on them so that people understand the context and understand how they are feeling. From there, people will form a thoughtful opinion and ask relevant questions to better understand their experience.

Listening skill is an important skill it enables language learners to receive and interact with language input and facilitates the emergence of other language skill. Compared with writing and reading, or even speaking, however, the development of listening receives the least systematic attention from teachers and instructional materials. While language learners are often taught how to plan and draft a composition or deliver an oral presentation, learners are seldom taught how to approach listening or how to manage their listening when attending to spoken texts

⁴ Karolina Kotorowicz-Jasińska, *Improving Academic Listening and Note-taking Skill* (Berlin,2020), 14.

or messages.⁵ Sometimes teachers do not realize that listening is that important because before learning to be proficient in speaking, reading and writing people must be able to listen people because listening is the first stage of learning for students. Even though it's called listening, the task is not only to listen but also to understand every utterance and discussion. Sounds easy, but actually there are many pitfalls when people have started learning listening, where pronunciation, grammar are combined into one so that you have to really understand what it means.

Listening is a common and consequential human activity and a fertile area of research. Understanding how and in what ways to attend to and understand others is imperative for building adequate theories of human interaction and behavior, as people as for teaching others to be productive members of society.⁶ Listening skill are needed in all aspects of life. Even a marketing expert includes that listening ability is the main skill that must be possessed. Because listening is able to make us understand what the other person wants and it can improve soft skill which of course will have a positive impact on life. If each individual has listening skill, then effective communication will be established so as to minimize conflict. In addition, listening skill will make the other person feel valued and their opinions heard, which will certainly improve the quality of human relations.

⁵ Larry Vandergrift Christine C. M. Goh, *Teaching and Learning Second Language Listening : Metacognition in Action* (London,2012), 4.

⁶Debra L. Worthington and Graham D. Bodie , *The Sourcebook of Listening Research: Methodology and Measures* (Malden,2018), 117.

Listening is not simply a linear process of recording strings of language as they are transmitted to our brains.⁷ Voices from within themselves, in the form of analysis, judgment, or even other voices that remind us of something else related. The main essence of this skill is respecting the person who is speaking. Thus the person feels valued and increases their existence to be more open. Listening is not just a linear process of recording their language strands transmitted to our brains. Many people feel that they have listened, even though they are only listening. When listening someone speaks, it is important to hear the person's voice, but actually the voice that is heard is and believes. While listening is the communication skill we use the most, it is also the skill that is least practiced. Generally it is very important to have communication skills training such as writing, reading, and speaking. But in reality, very few people have received additional formal training in listening. For this reason, it is important to improve listening skills by finding effective and fun learning methods so that the learning process is fun and listening skills continue to improve.

2. Process of Listening Skill

Vandergrift states that listening sequences improve students' metacognitive abilities, especially in the first two years of language learning. These listening sequences may be divided into three stages as pre-listening, while-listening and post-listening and each of the three

⁷ Michael Rost, *Teaching and Researching Listening* (Harlow, 2002), 209.

stages has its own specific purpose. While-listening activities are the main activities of the listening tasks. Learners listen to the input and make decisions about the strategy to use according to the requirements of the task. Finally, in post-listening activities, learners discuss and evaluate their strategy choices and their effectiveness. Feedback is provided by self evaluation and also group discussions.⁸ In listening there are processes that are undertaken. The following are some of the processes in listening are as follows:

a. Pre-listening

Pre-listening activities help to hear and give some clues about the activity expectations mostly by activating schemata. Pre-listening activities activate the schemata and help students to predict what they will hear. Activating schemata means activating students' prior knowledge. Activities to activate learners' schemata might include brainstorming, visuals, realia, text and words, situations and opinions, ideas and facts.⁹ These activities serve a variety of purposes, including pre-teaching or activating vocabulary, predicting content, generating interest and checking task understanding. The initial pre-listening phase should prepare students by helping them activate their background knowledge and clarify their expectations and assumptions. The ideal pre-listening task is one in which the teacher, through carefully crafted questions, helps students activate the background

⁸ Assoc. Prof. Ekrem Solak, *Teaching Language Skills For Prospective English Teachers* (Ankara:2016), 36

⁹ *Ibid*

information and language components necessary to understand what students hear.

b. While-Listening

While-listening activities are directly related to the listening text and students perform the task either during the listening process or immediately after the listening. Therefore, the teacher needs to match the activities to the instructional goal, the listening purpose, and the students' proficiency level. Underwood explains the goal of while-listening tasks as being something that helps the learners understand the messages of the listening text.¹⁰ Well-designed listening exercises help students understand listening texts. Provides directions for reacting, concentrating, emphasizing key points while listening, keeps listeners engaged and helps them understand the structure of the text.

c. Post-Listening

In the post-listening stage, students work in detail applying both top-down and bottom up strategies to link up the classroom activities and their real lives. Post-listening tasks as realization activities after listening, combine all the work done. Follow-up tasks possible directly or loosely related to pre- and during-listening activities in connection with these activities. Post-listening task requires more It takes longer than other tasks because it engages students in thinking, discussing, and thinking and writing process. It can be described as a more

¹⁰ *Ibid*

reflective part of the lesson. Reviews and summaries are types of activities that can be performed as follow-up activities. In this activity, the teacher first drops students off in small groups. Personal fear of speaking. The teacher's role here is to supervise and support the students. Stimulate them by directing their attention to relevant and interesting points. So, they share their ideas with the class and students can summarize the most important ones department. Other types of post-listening activities include discussion, creative response, critical reaction, information sharing, problem solving, deconstruction listen to the text and reconstruct the spoken text.

3. Assessment of Listening Skill

Tabel 2.1
Aspect of The Assessment of Listening¹¹

No	Aspect	Score
1	Discriminating between sounds	20
2	Recognizing words and understanding their meaning	20
3	Identifying grammatical groupings of words	20
4	Identifying expression and sets of utterances that act to create meaning	20
5	Using background knowledge to predict and to confirm meaning and recalling important words and ideas	20
	TOTAL	100

¹¹ Babyta Tyagi, An Important Skill and its Various Aspect, An International Journal An English. ISSN 0976-8165, P. 1

B. Concept of Simon Says Game

1. Definition of Simon Says Game

Simon says game is a game that combines several mindfulness skill as it requires the players to engage in mindful seeing to see what movement to make and mindful listening to tune in to make sure they hear the phrase “Simon Says” before they move.¹² Simon Says is good for improving students' listening skill. Because in this game students are required to listen and understand orders according to instructions. In this game students are required to focus on understanding instructions so that this game can run people.

Simon says game is the one of the game to learn listening, the student can be more active and not bored in the learning process.¹³ Because usually students do English learning in a monotonous way, such as through the blackboard, reading books and listening to explanations from the teacher. This makes students unenthusiastic and bored when learning English. But by implementing the Simon Says game as learning for students, students can learn while playing. In this game, students are tested in skill or listening skill. Students will be required to listen carefully to what they hear. In addition to testing students' listening skill, students will also get new vocabulary that may be provided. With repetition and

¹² Debra Burdick, *Mindfulness Skill For Kids & Teens* (Eau Claire: PESI Publishing & Media, 2014), 146.

¹³ Miftah A'inun Ni'mah, Refi Ranto Rozak and Ima Isnaini, “Teaching Listening Skill Using Simon Says Game”

carried out in a fun game atmosphere, students will certainly find it easier to remember and understand.

Simon says game is a nonthreatening game that can teach younger children the benefit of stopping and thinking because requires players to attend, listen and inhibit their behavior due to simple commands.¹⁴ Because in this game students are required to think and listen carefully when the instruction is carried out and when the instruction must stop. Simons says can teach to respect other people more, obey the rules, be a good listener, and teach how to give good and correct instructions that other people can understand. This game also has meaning if it is related to everyday life. In our daily lives, there must be someone who leads and someone who is led, both in a campus organization and in domestic life. So with this game, people can learn how to be a good leader who can give firm, good, and correct orders to the people he leads, and how the people he leads obey the rules and carry out all the right leader's orders precisely.

2. Benefits of Simon Says Game

Benefits of Simon Says Game are follow:

- a. Simon Says is a playful way to teach children to respond to commands.
- b. Simon Says Game can make children actively move. Simon Says is active play, which makes it the perfect way to get kids moving.

¹⁴ Robert D. Friedberg Jessica M. McClure, *Clinical Practice of Cognitive Therapy with Children and Adolescents : The Nuts and Bolts* (New York: The Guilford Press, 2002), 290.

Movement activities are a great way to build gross motor skill and stimulate the senses.

- c. Simon says can build vocabulary. Because listening to commands continuously can increase students' vocabulary.
- d. Simon Says Game can rest the brain. This game makes a perfect mid-activity or transitional activity, also known as a brain break. People can play it for just 5 minutes to get students up and moving and help them to refocus.
- e. Simon says can increase attention span. Any game where students are expected to listen carefully and follow directions will increase their range of concentration. Students can only focus for a short time, but when they are engaged in a game they enjoy, they will expand the boundaries of their attention just to keep playing.
- f. Simon Says can improve listening skill. The main reason to play this game is that it is great for developing listening skill. Listening is a very important skill to build and games like this teach students to pay attention and listen. If they failed to listen for even a second, they risked being eliminated from the game. They must not only listen to the words “Simon Says” to decide whether they should follow orders – but they must also listen and interpret orders so they can carry them out.¹⁵

¹⁵ Robert D. Friedberg Jessica M. McClure, *Clinical Practice of Cognitive Therapy with Children and Adolescents : The Nuts and Bolts* (New York: The Guilford Press, 2002), 290.

3. Teaching Step Using Simon Says Game

Teaching Steps Using Simon Says Game are follow:

- a. Have all students stand up.
- b. Move classroom desks or furniture out of the way if necessary.
- c. Tell students that when you say “Simon says...,” followed by directions, they have to do what the directions say. So, they must listen direction carefully. For example, if you say, “Simon says take two steps to the right,” students should take two steps to the right. If any students do an incorrect action, they are out and have to sit down. Also tell students that if you don’t say “Simon says” first, before the directions, they should not follow the directions. If they do, they are out as people. For example, if you say, “Take two steps to the right,” and someone takes two steps, he or she is out.¹⁶

4. The Role of Simon Says Game

The Simon Says Game is used as a game for listening because it is effective and easy to play in the classroom as the students already know the rules of the game.

Talking about the role of Simon Says, according to Hirvonen are:

- 1) First, the leader or Simon plays the role of Simon.
- 2) He/she in front of the class. Simon explains the rules: “ I am Simon. I will ask you to do some actions, and you should imitate my actions.

¹⁶ Office of English Language Programs, *Create to communicate*, (Washington, 2013), 23.

3) Next, I will order you to do some things by saying ‘Simon says, do something’ and that something is an action like practice“praying”.

4) Then, If you do something without I said ‘Simon says’ in the beginning of an instruction, you eliminate this game." Sometimes Simon begins instruction with ‘Simon says’, and other time not.¹⁷ Only need one leader. He/she must try to cheat the member and find out if they really pay attention.

5) “Simon” could be changed to another name. This will make the game more fun.¹⁸

From the statements above it can be concluded that the role of Simon Says Game all of the students are expected of doing and performing what Simon Says and students are not expected of doing and performing what Simon does not say ‘Simon Says’ in the beginning.

5. Listening Through Simon Says Game

In teaching Simon Says Game there are some steps can be used;

1) Have a leader be “Simon”, and have at least one participant as a member of the group.

2) Simon only asks easy actions. For example, Simon Says, “saying”.¹⁹

3) The teacher gives instruction while actually doing an action that may or may not be the same. So, the participants have to listen carefully and have to do what you say not what you do.²⁰

¹⁷ Annina Hirvonen, *Game Book*, P.26

¹⁸ Ibid. *Book Ready Steady*, P.25

¹⁹ Annina Hirvonen Et Al, *Ecyc Game Book*, (2009), P.21

²⁰ Penny Ur & Andrew Wright, *Five-Minutes Activities*, (Cambridge Universiti Press, 2002), P. 76

4) The last person to be the winner in this game.²¹

C. Theoretical Framework and Paradigm

1. Theoretical Framework

This research uses quantitative research. The purpose of this research is to get information the influence between independent variable and dependent variable. There are two variables in this research, they are independent variable (X) and dependent variable (Y). The independent variable (X) is Simon Says Game and dependent variable (Y) is Listening Skill. Therefore the explanation from Simon Says Game is a technique to influence students listening skill.

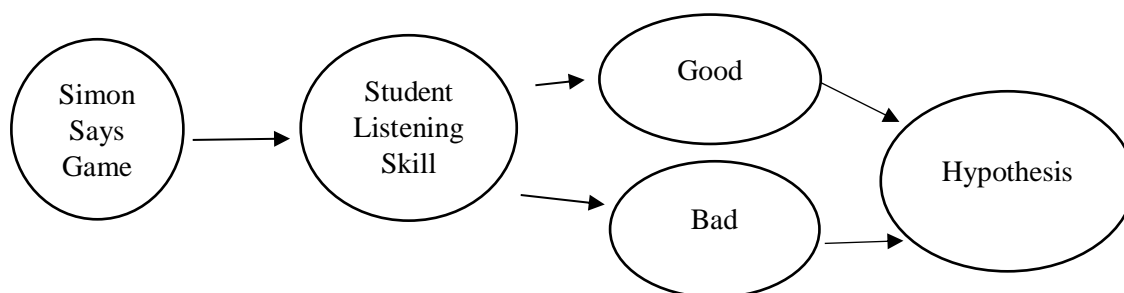
The theoretical framework in this research is "if Simon Says Game is applied perfectly for the procces of english teaching learning, so the students listening skill will be good. Whereas, if Simon Says Game is not applied perfectly towards process of the teaching and learning, so students listening skill will be bad.

²¹ Raymond I. Knight, *The Game Children Play*, (United Nations, 2003), P.29

2. Paradigm

The researcher describes the paradigm as follows:

Figure 1
The Influence of Simon Says Game on Students` on Listening Skill of the Seventh Grade at SMP N 2 Marga Tiga



Based on the figure above, if the students` listening skill is good, it means that there is a positive and significant influence simon says game on students` listening skill. While the students` listening is bad, it means that there is no significant influence simon says game on students` listening skill.

D. Hypothesis

Based on theoretical framework and paradigm, there are two kinds of hypothesis of this research as follow:

1. Hypothesis Formulation

(Ha): There is a Positive and significant influence of Simon Says Game on students' listening skill of seventh grade at SMP N 2 Margatiga.

(Ho): There is no Positive and significant influence of Simon Says Game on students' listening skill seventh grade at SMP N 2 Margatiga.

2. Statistical Hypothesis

In determining the level of statistical significance, the researcher determine the Statistical Hypothesis as follows:

If $F_o \geq F_{table}$, then (H_a) is accepted, (H_o) is rejected.

If $F_o < F_{table}$, then (H_a) is rejected, (H_o) is accepted.

CHAPTER III
RESEARCH METHOD

A. Research Design

The research design of this research is quasi experiment research. The research choose two class as experimental and control class. The research would do pre-test and post-test to those experimental and control class. Moreover, in the quantitative research, quantitative research contain studies that make use of statistical analyses to get their findings. Main feature combine the use of statistic and formal statistics measurement. The research would ask the students to do pre-test. The pre-test would be intended to find out the students` listening skill before giving treatment, while the post-test would be intended to find out the significant influence of Simon Says Game on listening skill after the treatment has be given.

Table 3.1 Research Design
Pre-Test and Post-Test Control Treatment Grup Design

Group	Pre-test	Treatment	Post-test
A	0	X	0
B	0		0

From the table above there are two groups in this research consisting of an experimental class (A) and a control class (B). The researcher would apply the pre test to both groups. Meanwhile, the researcher would apply the Simon Says Game to the experimental class. Whereas in the control class the

researcher not apply the Simon Says Game but the other game to the control class.

The research would be conducted by using quantitative research. In quantitative research, researcher identifies a research problem based on trends in the field or on the need to explain why something occurs. The researcher would conduct the research at the seventh grade of SMP N 2 Marga Tiga.

B. Operational definition of variable

1. Independent variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment. Independent variable of this research is Simon Says Game which is defined as a game that develops students awareness of themselves, their feeling and values, and the feeling and values of their fellow students.

Learning listening by using the Simon Says game, the measuring tool needed is the listening test. To measure the application of the Simon Says game, researchers will provide tests in audio form specifically related to listening learning using the Simon Says game. In implementing the Simon Says Game, it is hoped the students will be able to be actively involved in learning English, especially listening subject with the application of English. In addition, students are able to react according to the commands of the researcher which begins with the word Simon.

2. Dependent variable

A dependent variable is an attribute or characteristic that is dependent on influenced by the independent variable. You may find them labeled in the literature as the outcome, effect, criterion, or consequence variables. Dependent variable in this research is the students listening skill. The test would be used to measure the students listening after and before giving the treatment of simon says game.

Moreover, based on the explanation above that is indicator of listen test is :

- a) The students are able to understanding the meaning of the imperative sentence
- b) The students are able to listen the audio and written in paper sheets

This variable would be measured by giving pre-test and post-test. Pre-test and post-test instruments consist of 10 question in form of test. Question with the range score 10 – 100. When the students can answer the entire question correctly they would get score 10. When the students can answer half the question get 5 score, and when the students cannot answer the entire question correctly they would get 0 score.

C. Population, Sample and Sampling Technique

1. Population

According to Alan S. Kaufman and Nadeen L. Kaufman, population is all individuals of interest to the researcher. For example, a researcher may be interested in studying anxiety among lawyers²². For obvious reasons, researcher is typically unable to study the entire population. The population of this research is all student of SMP N 2 Margatiga which consist of six classes. The numbers of students of the seventh grade is 160 students.

2. Sample

Elizabeth DePoy and Laura N. Gitlin explain that sample is composed of the set of individuals selected for the study²³. The sample of this study includes two classes namely the experimental class and the control class. The experimental class consisted of 25 students. Therefore, the sample is 25 students.

3. Sampling Technique

The researcher used cluster random sampling technique in this research. This technique used to determine the sample that has the same characteristic. In addition, this technique is not about personal but about the group or class. In the other words, each member of the population in this research has an opportunity to become a sample. This research is

²² Alan S. Kaufman and Nadeen L. Kaufman, *Essentials of Research Design and Methodology*. (Canada 2005)8

²³ Elizabeth DePoy, *Introduction to Research Understanding and applying Multiple Strategies*.(USA, 2016) 1991.

quasy-experimental study, so samples in this research are the class of the experimental class and the class of control group.

D. Data Collection Technique

In the data collecting procedure, there are three steps that have to follow in this research:

1. Test

Test is usually performed by using that element of the survey and determining how it works. There are two tests would use in this research as follows:

a. Pre-test

Pre-test would be administrated before giving a treatment to measure students' listening skill. The pre-test would be in the form of listening test by audio.

b. Post-test

After giving the treatment, the researcher would administrate the post test to find out the result of the treatment whether the use of Simon Says Game is effective or not to teach students' listening skill. The post-test would be in the form of listening test by audio.

2. Documentation

Documentation is one of many processes accompanying audit work, and its main objective is to lay out in writing all activities and facts

relating to an audit²⁴. The instrument which would be used for documentation method is books, magazine, note, data from internet, journal and others. The researcher uses the documentation method to get some information about:

- 1) The history of SMP N 2 Margatiga.
- 2) The condition teachers and officials employees in SMP N 2 Margatiga.
- 3) The quantity of the students of SMP N 2 Margatiga.
- 4) Organization structure of SMP N 2 Margatiga.

E. Research Instrument

An instrument is the means of research which is used in each method technique. Futhermore, the research instrument involves:

1. Instrument Blueprint

Instrument blueprint is a traditional research design or detailed plan for how a research study is to be completed operationalizing so they can be measured, collecting data to be used as a basic for testing hypothesis, and analyzing results.²⁵ It is the instrument that consist of some basic concepts to manage the target learning out come.

Instrument in this research is designed and adjusted with the indicators that would be decided. Moreover, the researcher used pre-test and

²⁴ Henning Kagermann, William Kinney, Kharlhein Kuiting, Claus-Peter Peopleber, *Internal Audit Handbook*,(Germany 2008) 432

²⁵ Ranjit Kumar, *Research Methodology: A Step by Step Guide for Beginners* (Rochor:Sage Publication , 2011) 95.

post-test instrument for this research. The pre-test and post-test instrument would used a form.

The researcher uses pre-test before treatment as a control and post test instrument after treatment as an experimental. The research about students listening skill, so the research instrument which researcher used in presenting the research is in the form of listening skill test.

Here is the blue print :

- a. Pre-test and Post-test about English listening. It consists of 10 question.

2. Instrument Calibration

Instrument calibration is the scale of measurement that would use to dcide the instrument standard. The researcher used the objective test essay it consists of a 10 items. Question with the range score 0 – 100. When the students can answer the entire question correctly they would get 10. When students can answer half question, they get 5. And when students cannot answer entire question correctly they would get 0 score. Then the highest score is 100 and the lowest one is 0.

In scoring system students result of the test, the researcher uses Arikunto's formula as follows:

$$\text{Score} = \frac{\text{The correct answer}}{\text{Total Question}} \times 100 \%$$

F. Data Analysis Technique

To answer the question “can the Simon Says Game give influence toward students’ in teaching listening skill at the seventh grade of SMP N 2 Marga Tiga”, the researcher apply inferential statistic to determine the significant different between pre-test and post-test in experimental group. In testing the influences of an variable to another variable SPSS (Statistical Package for the Social Science) is outer native way to computer the influence . In this case, in investigating the influence variable x to variable y in pre - experimental study the researcher will use SPSS 22.0. T - test is used to compare the means of the same participants in two conditions or at two points in time by using SPSS :²⁶

To get the accurate results, the researcher had to do some test such as normality test and homogeneity test before the analysis the data.

1. Normality test

Test for normality calculate the probability that the sample was draw from the normal population. The researcher used SPSS version 22 to analysis normality test.

Ha : If the significance value $> 0,05$, data was normal

Ho : If the significance value $< 0,05$ data was normal

The criteria of acceptance or rejection of normality test as following:

²⁶ Alan Bryman & Duncan Cramer , *Quantitative Data Analysis With SPSS 12 and 13* (New York : Routledge , 2005)

H_a was accepted if $\text{sig} > \alpha = 0,05$

H_o was accepted if $\text{sig} < \alpha = 0,05$

2. Homogeneity

The homogeneity test was the performed to determine two or more of the data sample. Come from the population has variants the same (homogeneity). In this research, the researcher used statistical computations by using SPSS version 22.

The hypothesis for the homogeneity test as following:

H_a = The variance of the data was homogeneous

H_o = The variance of the data was not homogeneous

The criteria of the acceptance or rejection of normality test as following:

H_a was accepted if $\text{sig} > \alpha = 0,05$

H_o was accepted if $\text{sig} < \alpha = 0,05$

3. Hypothesis Testing

Hypothesis a guess made to test the logical or empirical outcome of a research. A hypothesis assist to explain the research problem and objective into a comprehensive explanation or prediction of the expected results of the study.

To answer the question “can Simon Says Game give influence toward students’ in teaching listening skill at the

seventh grade of SMP N 2 Margatiga East Lampung”, the researcher apply inferential statistic to determine the significant different between pre-test and post-test in experimental group. In testing the influences of an variable to another variable SPSS (Statistical Package for the Social Science) is outer native way to computer the influence. In this case, in investigating the influence variable X to variable Y in quasy experimental study the researcher will use SPSS 20

T - test is use to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:²⁷

1. Opening SPSS 22 applications for windows
2. Loading the excel file by all the data
3. Opening show data view
4. Copying the grades of post test in the data view
5. Opening variable view by changing VAR 1 to be pre test and VAR.2 to be post test
6. Editing label VAR 1 to be pre test and VAR 2 to be post test
7. Selecting analyze, compare means, paired sample T Test
8. Moving pre test and post test to the right
9. Selecting OK

Independent Sample T Test Guidelines :

²⁷ Alan Bryman & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 13* (New York: Routledge, 2005), 186.

1. If the probability or Sig < α (0.05), then the alternative hypothesis (H_a) is accepted.
2. If the probability or Sig > α (0.05), then the null hypothesis (H_0) is rejected

CHAPTER IV

RESULT AND DISCUSSION

A. Description of the Research

1. Description of Research Location

The history of SMP N 2 Margatiga is located at Jl. Negeri Jemanten, Margatiga East Lampung. SMP N 2 Margatiga was established in 2002 with a land area of 10,000 m². SMP N 2 Margatiga is accredited B / in 2011. The headmaster of SMP N 2 Margatiga is Drs. Sunaryanto with a bachelor's degree in Indonesian language. Drs Sunaryanto took office on August 29, 2013 until now.

a. Vision of SMP N 2 Margatiga

“To become a school of excellence in academics based on faith and piety”

b. Mission of SMP N 2 Margatiga

- 1) Implementing the development of the education unit curriculum
- 2) Carry out effective student learning
- 3) Increase the average UN score
- 4) Implementing educational activity development
- 5) Improving the performance of all school components
- 6) Carry out the development of activities in the field of spirituality
- 7) Improve cleanliness

c. Objectives

- 1) Excellence in education unit curriculum development
- 2) Excellence in the learning process
- 3) Excellence in graduation
- 4) Excellence in educational facilities and infrastructure
- 5) Excellence in educational human resources²⁸

d. The number of Student at SMP N 2 Margatiga

Table 4.1

No	Class VII	Class VIII	Class IX	Total
1	160	189	167	516

Based on the table above, it is known that there are 160 students in seventh grade, 189 students in eighth grade and 156 students in ninth grade. The total number of students at SMP N 2 Margatiga is 516 students.

e. The Teachers of SMP N 2 Margatiga

Table 4.2

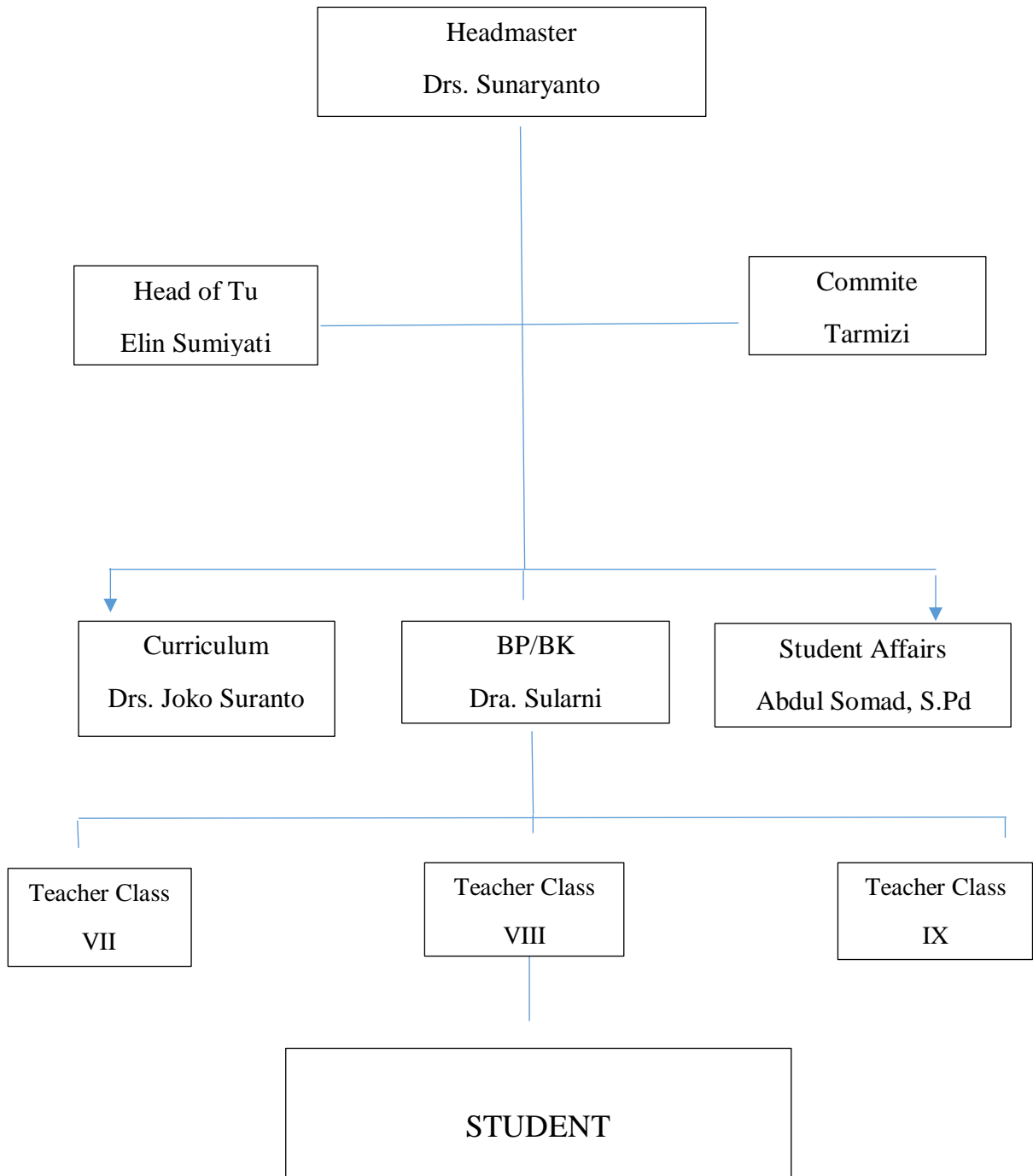
No	Teacher Subject	Total
1	PKN	2
2	Religion Education	

²⁸ Source : Documentation of SMP N 2 Margatiga

	Islam	2
	Protestant	1
	Hinduism	1
	Catholic	-
	Budha	-
3	Indonesian Language	4
4	English Language	3
5	IPS	3
6	Sport Education	2
7	Mathematic	3
8	IPA	3
9	Art/KTK	2
10	BP/BK	2
11	Lampung Language	1
12	Computer	1
	Total	30

Based on the table above, there are 30 teachers at SMP N Margatiga.

f. Structure Organization at SMPN 2 Margatiga

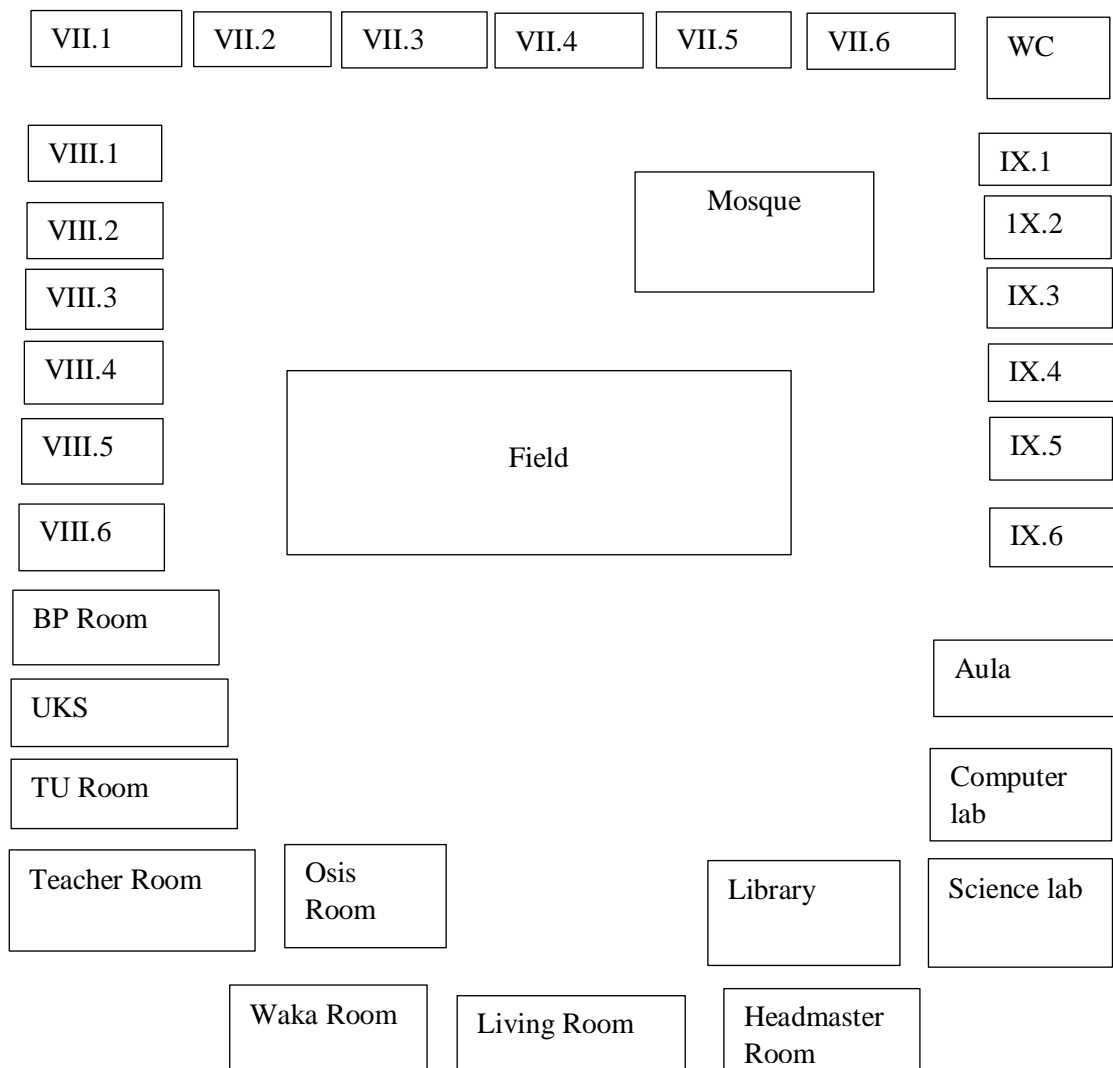


g. Sketch of the location of SMP N 2 Margatiga

This Sketch location of SMP N 2 Margatiga as followed:

Figure

The Sketch Location of SMP N 2 Margatiga



2. Description of Research Data of SMP N 2 Margatiga

a. The Result of Pre-test Score

The purpose of giving a pre-test to students is to help researchers determine students' listening skill before they get tread using the Simon Says Game to polish their listening skill. The pre-test result can be identified as follows:

Table 4.3

The Frequency Distribution of Pre-test (Control class)

No	Class Interval	Frequency	Percentage
1	10 – 20	2	8 %
2	21 – 30	4	16 %
3	31 – 40	5	20 %
4	41 – 50	7	28 %
5	51 – 60	5	20 %
6	61 – 70	1	4 %
7	71 – 80	1	4 %
8	81 – 90	-	0 %
9	91 – 100	-	0 %
		25	100 %

Statistics

		PRECON	PREEKS
N	Valid	25	25
	Missing	0	0
Mean		44.20	54.00
Std. Error of Mean		2.809	2.021
Median		45.00	55.00
Mode		30 ^a	55
Std. Deviation		14.045	10.104
Variance		197.250	102.083
Range		55	40
Minimum		20	35
Maximum		75	75
Sum		1105	1350

Based on the table above, could be identified that total student (N) = 25, mean = 44.20, std. error of mean = 2.809, median = 45.00, mode = 30, std. deviation = 14.045, variance = 197.250, range = 55, minimum = 20, maximum = 75, and the last sum = 1105.

In addition, based on the frequency distribution, could be seen that most of students got low grade. It showed that 23 or 92% students got score under 60. Then, only 2 or 8% students of them get score above 60.

Table 4.4
The Frequency Distribution of Pre-test (Experimen class)

No	Class Interval	Frequency	Percentage
1	10 – 20	-	0 %
2	21 – 30	-	0 %
3	31 – 40	3	12 %
4	41 – 50	6	24 %
5	51 – 60	11	44 %
6	61 – 70	4	16 %
7	71 – 80	1	4 %
8	81 – 90	-	0 %
9	91 – 100	-	0 %
		25	100 %

Statistics

		PRECON	PREEKS
N	Valid	25	25
	Missing	0	0
Mean		44.20	54.00
Std. Error of Mean		2.809	2.021
Median		45.00	55.00
Mode		30 ^a	55
Std. Deviation		14.045	10.104
Variance		197.250	102.083
Range		55	40
Minimum		20	35
Maximum		75	75
Sum		1105	1350

Based on the table above, could be identified that total student (N) = 25, mean = 54.00, std. error of mean = 2.021, median = 55.00, mode = 55, std. deviation = 10.104, variance = 102.083, range = 40, minimum = 35, maximum = 75, and the last sum = 1350.

In addition, based on the frequency distribution, could be seen that most of students got low grade. It showed that 20 or 80% students got score under 60. Then, only 5 or 20% students get score above 60.

The average score was 54.00. It can be said their listening skill are not good enough. That is one of the reasons why researchers conducted research related to their listening using simon says game as an alternative way to polish their listening skill.

b. Data Analysis of the Treatment

1. First Treatment

The first treatment was conducted on Friday, August 4th, 2023. In the first treatment the researcher greeted the students and introduced herself. The researcher explained the meaning of listening then played the audio. Then the students listened carefully to the audio and then the researcher asked what they had heard from the audio. Researcher and students summarize the material that has been learned at the first meeting. Learning continues next week.

2. Second Treatment

Researcher conducted the second treatment on Friday, August 11th, 2023. In this second treatment, the researcher reviewed yesterday's lesson that had been explained and asked whether they had understood or not. After reviewing the material, the researcher asked the students about imperative sentence and then explained it. Students listened to the lesson and the researcher asked active students to give examples of imperative sentences. The researcher and students together summarize the material that has been learned. Learning will continue next week.

3. Third Treatment

Researcher conducted the third treatment on Friday, August 28th, 2023. In this treatment, the researcher asked the students about the simon says game and then explained it. After students understand what simon says game is and how the rules of the game, researchers and students play simon says game to improve students' listening skills. Then the winner in this game is given a reward for his activity.

c. Result of Post-Test Score

As soon as students get a pre-test, and students in the experimental class get various kinds of treatment using the Simon Says Game, the researcher conducts a post-test. The Post-test instrument is different from the pre-test, but the pattern and level of difficulty are still the same.

Table 4.5**The Frequency Distribution of Post-Test (Control Class)**

No	Class Interval	Frequency	Percentage
1	10 – 20	-	0 %
2	21 – 30	-	0 %
3	31 – 40	2	8 %
4	41 – 50	6	24 %
5	51 – 60	6	24 %
6	61 – 70	7	28 %
7	71 – 80	3	12 %
8	81 – 90	1	0 %
9	91 – 100	-	0 %
		25	100 %

Statistics

	POSTCON	POSTEKS
N Valid	25	25
Missing	0	0
Mean	60.80	74.60
Std. Error of Mean	2.340	1.891
Median	60.00	75.00
Mode	50	80
Std. Deviation	11.698	9.456
Variance	136.833	89.417
Range	45	35
Minimum	40	55
Maximum	85	90
Sum	1520	1865

Based on the table above, could be identified that total student (N) = 25, mean = 60.80, std. error of mean = 2.340, median = 60.00, mode = 50, std. deviation = 11.698, variance = 136.833, range = 45, minimum = 40, maximum = 85, and the last sum = 1520.

Based on the frequency distribution, it could be seen that there was no significant change between the pre-test and the post-test on the control class. There was only 11 student got score above 60.

Furthermore, before the post-test was carried out in the experimental class, the researcher was given treatment using Simon Says Game. Post-test was conducted to determine students listening skill after receiving treatment. The post-test results in the experimental class can be identified as follows:

Table 4.5
The Frequency Distribution of Post-Test (Experimental Class)

No	Class Interval	Frequency	Percentage
1	10 – 20	-	0 %
2	21 – 30	-	0 %
3	31 – 40	-	0 %
4	41 – 50	-	0 %
5	51 – 60	2	8 %
6	61 – 70	8	32 %
7	71 – 80	11	44 %
8	81 – 90	4	16 %
9	91 – 100	-	0 %
		25	100 %

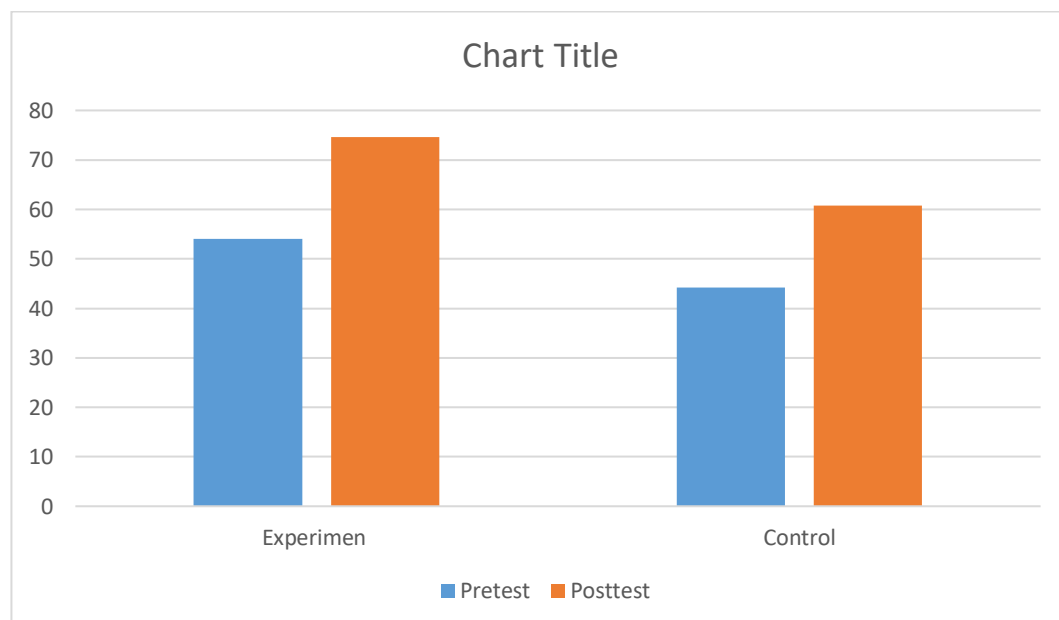
Statistics

		POSTCON	POSTEKS
N	Valid	25	25
	Missing	0	0
Mean		60.80	74.60
Std. Error of Mean		2.340	1.891
Median		60.00	75.00
Mode		50	80
Std. Deviation		11.698	9.456
Variance		136.833	89.417
Range		45	35
Minimum		40	55
Maximum		85	90
Sum		1520	1865

Based on the table above, could be identified that total student (N) = 25, mean = 74.60, std. error of mean = 1.891, median = 75.00, mode = 80, std. deviation = 9.456, variance = 89.417, range = 35, minimum = 55, maximum = 90, and the last sum = 1865.

The frequency distribution shows that students who get a score above 60 are 23 or 92% students. In addition, the average score increased significantly to 74.60. This shows that they have succeeded in improving their listening skill. This means that the treatment Simon Says Game has succeeded in affecting students listening skill.

Grafik of Pre-test and Post-test



Based on the graph above, it can be seen that the pre-test value of the experimental class is 54 while the control class is 44.2. While the posttest value of the experimental class is 74.6 while the value of the control class is 60.8.

3. The Influence of Using Simon Says Game on Students Listening Skill Comprehension

Immediately after the researcher implemented a series of research activities using Simon Says Game, the researcher analyzed the data with the independent sample t-test with the help of SPPSS 22.00 for windows. Researchers analyzed the data to prove whether there was a positive and significant influence using Simon Says Game on the Listening of seventh grade at SMP N 2 Margatiga.

It is said (Ho) is rejected if there is a positive significant the influence of using Simon Says Game on students Listening Skill and (Ho) is accepted if there is no positive and significant the influence of using Simon Says Game on students Listening Skill.

1. Prerequisite Test

a. Normality Test

Normality test was a test that conducted to determine whether the distribution of data was normally distributed or not. Normally test useful to determine data that has been collected was normally distributed or taken from a normal population. In order get the data about normality test the researcher used SPSS 22.0 for windows with:

Ho : The data that has been collected was abnormally distributed.

Ha : The data that has been collected was normally distributed.

Normality Test Guidelines:

- 1) If the probability or Sig. (Shapiro-Wilk) $> \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
- 2) If the probability or Sig. (Shapiro-Wilk) $< \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

Table 4.7
The Result of Normality Test by Using SPSS

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PostTestControl	.142	25	.200*	.964	25	.498
PostTestEksperimen	.156	25	.119	.949	25	.232

Based on the table, could be seen that all the probability or Sig. number (*Shapiro – Wilk*) from the whole 2 classes were 0.200 and 0.119. Since the probability or Sig. number (*Shapiro Wilk*) > than the α (0.05). Hence the H_0 is rejected and the H_a is accepted. It means, the whole data that has been collected was normally distributed.

b. Homogeneity Test

Homogeneity test was a test that prove that the variances of two or more distributions was equal or not. In order to get the data about homogeneity test researcher used SPSS 22.0 for windows with:

H_0 = Data did not homogenous

H_a = Data Homogenous

Homogeneity Test Guidelines:

- 1) If the probability or Sig. (*Based on Mean*) > α (0.05), then the null hypothesis (H_0) is rejected.

- 2) If the Probability or Sig. (*Based on Mean*) $< \alpha$ (0.05).
then the null hypothesis (Ho) is accepted.

Table 4.8

Test of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
Hasil	Based on Mean	.873	1	48	.355
Belajar	Based on Median	.813	1	48	.372
Siswa	Based on Median	.813	1	45.114	.372
	and with adjusted df				
	Based on trimmed mean	.883	1	48	.352

Based on the table it could be concluded that based on mean the Sig. number $0.355 > 0.05$. So that, the Ho is rejected and the Ha is accepted. It means that the data homogenous.

2. Hypothesis Testing

Hypothesis testing is conducted to determine whether there is a significant influence between variable X (Simon Says Game) on variable Y (Students` listening skill). Hypothesis testing is carried out in several ways, such as t – test (manual) or computerized t – test (using SPSS application).

Based on normal test and homogeneity test, it can be seen that the data are normal and homogenous. So that hypothesis testing using the Independent sample T-test with SPSS 22.0 for windows can be applied. With the following hypothesis:

Ho : There is no positive and significant effect using Simon Says Game on Listening Skill of class VII of SMP N 2 Margatiga.

Ha : There is no positive and significant effect using Simon Says Game on Listening Skill of seventh grade at SMP N 2 Margatiga. Independent Sample T- Test Guidelines.

- a. If the probably or Sig. number $< \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
- b. If the probably or Sig. number $> \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

a. Independent Sample T-Test

After testing the data population using the normality test and homogeneity test, a hypothesis test was carried out using the t-test. The researcher conducted a t-test on the test results in the experimental class and the control class. In this case the researcher conducted an *Independent Sample T-Test*. Independent sample t-test is used when there are two experimental conditions and different participant²⁹.

The researcher performs the calculation through SPSS Version 22.0 by conducting the t test (Independent Sample T Test), while the steps in SPS are (Analyze-Compare means-Rater-Independent Sample t-test- Rater 1- Test Variable- Rater 2-Grouping Variable- Define Groups- Group 1- 1- Group 2- 2- Continue- Ok) processing to carry out the independent sample t-test If the value of Sig (2-tailed) < 0.05, it is proven that there is appositve and significant effect from use of variable X on Y. The following is a table of results from the SPSS independent Sample T-test :

²⁹ Andy Field, *Discovering Statistics Using Spss : Third Edition* (Los Angeles :Sage, 2004),325.

Table 4.9

The Result of Independent Sample T-test using SPSS

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Grade	Equal variances assumed	.873	.355	4.587	48	.000	13.800	3.008	7.751	19.849
	Equal variances not assumed			4.587	45.980	.000	13.800	3.008	7.744	19.856

Critical Value of t -table

Level of Significant	5%	1%
<i>Df</i>	0.2000	0.3301

Based on the calculation results of SPSS Version 22, it is known that the Sig.(2-tailed) value is .000, meaning that the value is <0.05 . The results of the independent sample test can be seen that the calculated t observed is 4,587. In this case the researcher compares t observed with t table, and to determine the size of t table the researcher uses df (degree of freedom). Based on the results of t table at a significant level of 5% for df 50 is 2, it means that t observed $>$ t table because t count is $4,587 >$ t table 2,000 in other words H_a is accepted H_o is rejected.

So it can be concluded that there is positive and significant of using Simon Says Game on listening skill of seventh grade at SMP N 2 Margatiga students.

B. Discussion

In general, before the research was carried out the researcher gave pre-test to determine the students` prior knowledge of listening skill before being given treatment. After receiving the treatment, it can be seen that there is a significant difference between the post-test scores of the experimental class and the control class.

Based on the results of the Independent Sample T-Test with the help of SPSS 22.0 for windows, it can be seen that the average experimental class is 74.60. Higher than the control class, namely 60.80. Furthermore, the probability or Sig. number (2-tailed) is 0,000 which is smaller than α (0.005). So hat the null hypothesis H_o is rejected and the alternative hypothesis (H_a) is accepted. That is, there is a positive and

significant influence of Using Simon Says Game on Listening Skill of SMP N 2 Margatiga.

This study observed the listening skill of class VII students of SMP N 2 Margatiga. Researcher use this class because students' have difficulties to listen. They are also less interested in practicing listening alone or with friends. Based on the problems, researcher applied Simon Says Game to help students learn how to listen and understand correctly.

C. Limitation

This research was conducted on seventh grade at SMP N 2 Margatiga. The subject is Simon Says Game. The result showed that Simon Says Game succeeded in helping students learn to listening.

Therefore, after conducting research and obtaining test data, as well as documentation, the researcher found several limitations, including some problems with listening. The first is students are confused about the English word they are listening to.

Finally, the results of this study explain that the theory of the positive and significant effect of using Simon Says Game on listening skill successful. Simon Says Game succeeded in helping seventh grade at SMP N 2 Margatiga in their listening skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that has been done, it can be seen that on the learners listening use Simon Says Game has a positive and significant influence in listening skill. In other words, the use of the Simon Says Game affects the listening skill of seventh grade at SMP N 2 Margatiga.

Through the results, it means that there is a significant difference between the listening scores of the experimental class and the control class. The post-test scores of the experimental class is higher, It means that the mean value of the control class is 60.80 while the experimental class is 74.60. Thus the average value of the experimental class is higher than the control class. This means that there is a positive and significant influence of using Simon Says Game on students listening skill.

In addition, the sig.(2-tailed) value obtained from the independent sample t test is .000. It shows that the significance value <0.05 . This shows that H_0 is rejected and H_a is accepted, so there is an influence between variable (X) and variable (Y), namely the influence of using Simon Says Game on the students listening skill of seventh grade at SMP N 2 Margatiga.

B. Suggestion

Based on conclusion of this study, the researcher would like to provide several suggestion:

1. For Students

The results of this study are expected to encourage students to influence their listening skill and students enjoy when they learn English lesson.

2. For Teacher

The results of this study are expected to increase teacher knowledge in terms of teaching listening in English and to solve the problems of students who have difficulty in learning to listen.

3. For the Headmaster

The headmaster has to convey to the teachers that they should know the students` problem in order to reach learning process effectively.

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APPENDICES

Profil of SMP N 2 Margatiga

Name of School : SMP N 2 Margatiga

City : East Lampung

Province : Lampung

NSS : 201120404004

NIS : 200021

NPSN : 10805922

Accreditation : B

Year Founded : 2002

Year of Operation : 2002

Land Status : Community Grants

Land Area : 10.000 m²

Complete Address : Jl. Negeri Jemanten, Margatiga East Lampung.

Headmaster`s Name : Drs. Sunaryanto

Post Code : 34195

**ALUR DAN TUJUAN PEMBELAJARAN
BAHASA INGGRIS
FASE D
SMP N 2 MARGATIGA**

Pengantar

Alur dan tujuan pembelajaran ini memuat peta jalur pembelajaran Bahasa Inggris pada fase D yang merupakan turunan dari capaian pembelajaran (CP) yang sudah ditetapkan. Alur dan tujuan ini memuat enam keterampilan berbahasa yaitu menyimak - berbicara, membaca - memirsa, dan menulis - mempresentasi. Setiap keterampilan berbahasa tersebut memiliki capaian tertentu yang kesemuanya mengerucut pada tujuan akhir yakni kemampuan berinteraksi dan berkomunikasi dalam Bahasa Inggris. Kemudian, pada fase ini dibagi kedalam tiga tingkatan kelas yakni 7, 8, dan 9. Setiap tingkatan tersebut memiliki kedalaman dan keluasan konteks materi yang berbeda, dalam hal ini disebut sebagai lingkup keluarga dan kelas untuk kelas 7, lingkup kehidupan remaja untuk kelas 8, dan lingkup global untuk kelas 9.

Alur dan tujuan pembelajaran ini juga dilengkapi dengan penjelasan singkat di setiap tujuannya. Hal ini dimaksudkan untuk membantu mendekati konsep pembelajaran yang diharapkan. Alur dan tujuan pembelajaran ini tidak bersifat kaku dan mengikat, guru diberikan keleluasaan untuk mengembangkannya sesuai dengan kondisi dan kebutuhan kelas yang diajar. Oleh karena itu, jenis kegiatan yang dicantumkan pada bagian penjelasan singkat adalah bukan sebagai suatu hal yang wajib untuk diterapkan oleh guru, melainkan sebagai bantuan pilihan yang dapat diterapkan.

Alur dan tujuan pembelajaran ini disusun dengan format tabel dan diberikan penomoran di setiap tujuan pembelajaran untuk memudahkan kodefikasi dan penelaahan. Pada setiap bagiannya memuat *tujuan pembelajaran, perkiraan jam pelajaran, kata frasa/kunci, topik/konten, glosarium, dan penjelasan singkat*. Kesemua hal tersebut ditujukan untuk membantu guru mengembangkan ide-ide pembelajaran yang akan diterapkan di kelas.

Rasional

Alur dan tujuan pembelajaran ini disusun berdasarkan pendekatan berbasis *genre*. Pendekatan tersebut sejalan dengan tujuan pembelajaran bahasa secara umum yakni untuk berkomunikasi, yang pada prosesnya tidak sekedar menekankan pada permasalahan *grammatical* semata, melainkan lebih kepada memberikan kesempatan nyata kepada siswa untuk memahami tentang bagaimana bahasa itu dibangun dan bagaimana bahasa tersebut digunakan dalam berbagai konteks sosial.

Capaian Pembelajaran Fase D:

Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

Capaian Pembelajaran Fase D per Elemen Berbahasa

Menyimak – Berbicara	Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan pergantian kosa kata, pelajar memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka
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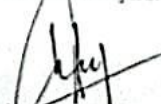
	menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
Membaca – Memirsa	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Menulis – Mempresentasikan	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Kelas 7

Tujuan Pembelajaran	7.1 Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari ragam teks lisan/tulisan yang disajikan dalam bentuk multimoda dalam lingkup keluarga dan kelas.
Perkiraan Jumlah JP	6 JP
Kata Frasa/Kunci	Mengidentifikasi konteks, gagasan utama, dan informasi terperinci, lingkup keluarga dan kelas.
Topik/Konten Inti	Unsur kebahasaan teks
Glosarium	<p>Konteks : Bagian suatu uraian atau kalimat yang dapat mendukung atau menambah kejelasan makna.</p> <p>Gagasan utama : Pikiran utama</p> <p>Informasi terperinci : Penerangan bagian terkecil</p> <p>Teks multimoda : Teks yang disajikan dalam berbagai bentuk baik verbal, visual dan atau audiovisual.</p>
Penjelasan Singkat	<ul style="list-style-type: none"> • Fokus pembelajaran adalah tentang aktifitas mengidentifikasi konteks teks, gagasan utama, dan informasi terperinci. • Jenis aktifitas pembelajaran yang dapat diterapkan guru: <ul style="list-style-type: none"> • Brainstorming • Analyzing verbal/visual/audiovisual text. • Developing vocabulary • Previewing expression • Predicting content • Discussion • Etc.



Guru Mata Pelajaran


 Hani S.Pd
 NIP.

Mata Pelajaran	: Bahasa Inggris
Kelas	: VII
Alokasi Waktu	: 2 JP / 2 x 40 Menit (1 Pertemuan)
Tahun Ajar	: 2022 /2023
Deskripsi	: Modul ajar ini mendeskripsikan tentang pembelajaran menyimak menggunakan simon says game. Pada pertemuan ini, peserta didik menyimak tentang simon says game yang akan diperagakan oleh leader atau yang disebut simon. Peserta didik menyimak dan mengikuti instruksi dari leader atau simon tersebut. makna teks lisan tersebut yang berfokus pada imperatif sentence atau yang disebut juga kalimat perintah. Selain itu, peserta didik juga dituntut untuk fokus dalam mendengarkan setiap intruksi dan aba aba dari simon.

Fase Capaian Pembelajaran: Fase D

Domain Konten: Simon Says Game

Elemen / Keterampilan Bahasa:

- Menyimak

Kata Kunci, Topik / Konten Inti: Imperative sentence

Profil Pelajar Pancasila:

- Kritis
- Kreatif dan Berkolaborasi

Materi, Media, Sarana dan Prasarana:

- Materi Pembelajaran: *Terlampir*
- Media Pembelajaran: *Terlampir*
- Sarana dan Prasarana: Loudspeaker, Audio, English Textbook, LKPD

Model Pembelajaran: Total Physical Response

CAPAIAN DAN TUJUAN PEMBELAJARAN

Capaian Pembelajaran (CP):

Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Tujuan Pembelajaran (TP):

Peserta didik mampu menganalisis dan memahami makna dalam kalimat imperative untuk berinteraksi dengan lingkungan terdekat.

Peserta didik mampu merancang dan merespon makna dalam kalimat imperative secara akurat, lancar untuk berinteraksi dengan lingkungan terdekat

Indikator:

1. Peserta didik mampu menganalisis (C4) dan memahami makna dalam kalimat imperative untuk berinteraksi dengan lingkungan terdekat.
2. Peserta didik mampu merancang (C6) dan merespon makna dalam kalimat imperative secara akurat, untuk berinteraksi dengan lingkungan terdekat

Pertemuan pertama

Waktu	Kegiatan Pembelajaran	Waktu
Pendahuluan	-Guru memberi salam (greeting) -Guru memeriksa kehadiran siswa -Guru berkomunikasi dengan siswa dan menanyakan kabar dan kondisi siswa -Guru berkomunikasi dan menanyakan beberapa pertanyaan untuk materi yang akan diajarkan	10 menit
Kegiatan Inti	-Guru menanyakan kepada siswa apakah itu listening? -Guru menjelaskan apa itu listening -Guru memutar audio listening -Siswa mendengarkan audio dengan seksama -Guru menanyakan apa saja yang di dengar oleh siswa dari audio tersebut	60 menit
Penutup	-Guru dan siswa secara bersama sama membuat ringkasan bahan yang sudah dipelajari di pertemuan ini -Guru menanyakan kesulitan dalam pembelajaran -Guru menjelaskan rencana kegiatan pembelajaran yang akan datang -Guru menutup kelas	10 menit

Mata Pelajaran : Bahasa Inggris
Kelas : VII
Alokasi Waktu : 2 JP / 2 x 40 Menit (1 Pertemuan)
Tahun Ajar : 2022 /2023
Deskripsi : Modul ajar ini mendeskripsikan tentang pembelajaran menyimak menggunakan simon says game.
Pada pertemuan ini, peserta didik menyimak tentang simon says game yang akan diperagakan oleh leader atau yang disebut simon. Peserta didik menyimak dan mengikuti instruksi dari leader atau simon tersebut. makna teks lisan tersebut yang berfokus pada imperatif sentence atau yang disebut juga kalimat perintah.
Selain itu, peserta didik juga dituntut untuk fokus dalam mendengarkan setiap intruksi dan aba aba dari simon.

Fase Capaian Pembelajaran: Fase D

Domain Konten: Simon Says Game

Elemen / Keterampilan Bahasa:

- Menyimak

Kata Kunci, Topik / Konten Inti: Imperative sentence

Profil Pelajar Pancasila:

- Kritis
- Kreatif dan Berkolaborasi

Materi, Media, Sarana dan Prasarana:

- Materi Pembelajaran: *Terlampir*
- Media Pembelajaran: *Terlampir*
- Sarana dan Prasarana: Loudspeaker, Audio, English Textbook, LKPD

Model Pembelajaran: Total Physical Response

CAPAIAN DAN TUJUAN PEMBELAJARAN

Capaian Pembelajaran (CP):

Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Tujuan Pembelajaran (TP):

Peserta didik mampu menganalisis dan memahami makna dalam kalimat imperative untuk berinteraksi dengan lingkungan terdekat.

Peserta didik mampu merancang dan merespon makna dalam kalimat imperative secara akurat, lancar untuk berinteraksi dengan lingkungan terdekat

Indikator:

1. Peserta didik mampu menganalisis (C4) dan memahami makna dalam kalimat imperative untuk berinteraksi dengan lingkungan terdekat.
2. Peserta didik mampu merancang (C6) dan merespon makna dalam kalimat imperative secara akurat, untuk berinteraksi dengan lingkungan terdekat

Pertemuan kedua

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	-Guru memberi salam (greeting) -Guru memeriksa kehadiran siswa -Guru berkomunikasi dengan siswa dan menanyakan kabar dan kondisi siswa -Guru berkomunikasi dan menanyakan beberapa pertanyaan untuk materi yang akan diajarkan	10 menit
Kegiatan Inti	-Guru menanyakan kepada siswa apakah itu imperative sentence? -Guru menjelaskan apa itu imperative sentence -Siswa menyimak penjelasan dari guru -Guru meminta siswa memberikan contoh imperative sentence	60 menit
Penutup	-Guru dan siswa secara bersama sama membuat ringkasan bahan yang sudah dipelajari di pertemuan ini -Guru menanyakan kesulitan dalam pembelajaran -Guru menjelaskan rencana kegiatan pembelajaran yang akan datang -Guru menutup kelas	10 menit

- Mata Pelajaran** : Bahasa Inggris
Kelas : VII
Alokasi Waktu : 2 JP / 2 x 40 Menit (1 Pertemuan)
Tahun Ajar : 2022 /2023
Deskripsi : Modul ajar ini mendeskripsikan tentang pembelajaran menyimak menggunakan simon says game.
Pada pertemuan ini, peserta didik menyimak tentang simon says game yang akan diperagakan oleh leader atau yang disebut simon. Peserta didik menyimak dan mengikuti instruksi dari leader atau simon tersebut. makna teks lisan tersebut yang berfokus pada imperatif sentence atau yang disebut juga kalimat perintah.
Selain itu, peserta didik juga dituntut untuk fokus dalam mendengarkan setiap intruksi dan aba aba dari simon.

Fase Capaian Pembelajaran: Fase D

Domain Konten: Simon Says Game

Elemen / Keterampilan Bahasa:

- Menyimak

Kata Kunci, Topik / Konten Inti: Imperative sentence

Profil Pelajar Pancasila:

- Kritis
- Kreatif dan Berkolaborasi

Materi, Media, Sarana dan Prasarana:

- Materi Pembelajaran: *Terlampir*
- Media Pembelajaran: *Terlampir*
- Sarana dan Prasarana: Loudspeaker, Audio, English Textbook, LKPD

Model Pembelajaran: Total Physical Response

CAPAIAN DAN TUJUAN PEMBELAJARAN

Capaian Pembelajaran (CP):

Pada akhir fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimatsederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

Tujuan Pembelajaran (TP):

Peserta didik mampu menganalisis dan memahami makna dalam kalimat imperative untuk berinteraksi dengan lingkungan terdekat.

Peserta didik mampu merancang dan merespon makna dalam kalimat imperative secara akurat, lancar untuk berinteraksi dengan lingkungan terdekat

Indikator:

1. Peserta didik mampu menganalisis (C4) dan memahami makna dalam kalimat imperative untuk berinteraksi dengan lingkungan terdekat.
2. Peserta didik mampu merancang (C6) dan merespon makna dalam kalimat imperative secara akurat, untuk berinteraksi dengan lingkungan terdekat

Pertemuan ketiga

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	-Guru memberi salam (greeting) -Guru memeriksa kehadiran siswa -Guru berkomunikasi dengan siswa dan menanyakan kabar dan kondisi siswa -Guru berkomunikasi dan menanyakan beberapa pertanyaan untuk materi yang akan diajarkan	10 menit
Kegiatan Inti	-Guru menanyakan kepada siswa apakah itu simon says game? -Guru menjelaskan apa itu simon says game dan bagaimana cara memainkannya -Siswa menyimak penjelasan dari guru	60 menit

Documentation Sheet

Purpose:

This document sheet is intended as the data collection instrument used to complete school data consisting school history, organizational structure, number of teachers and employers, number of students, infrastructure facilities, and location sketch of SMP N 2 Margatiga.

No	Documentation Aspects	Available	Invaliable
1	History of the establishment of SMP N 2 Magatiga	√	
2	Organizational Structure of SMP N 2 Margatiga	√	
3	Number of Teacher and Employers of SMP N 2 Margatiga	√	
4	Number of Students of SMP N 2 Margatiga	√	
5	Infrastructure of SMP N 2 Margatiga	√	
6	Location Sketch of SMP N 2 Margatiga	√	

Name :

Class :

Pre test

Listening exercise

Listen carefully, and write the answers after listening to the audio!

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Name :

Class :

Post test

Listening exercise

Listen carefully, and write the answers after listening to the audio!

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Answer Key Pre-Test

1. Listen to your teacher!
2. Read the poem!
3. Write the answer!
4. Speak English in the classroom!
5. Repeat after me please!
6. Play with your friends nicely please!
7. Finish you assignment on time!
8. Wake up early tomorrow
9. Take off your shoes please!
10. Turn on your microphone please!

Answer Key Post-Test

1. Smile for the camera!
2. Raise your hand please!
3. Open the door please!
4. Close the window please!
5. Help me please!
6. Numbered squares!
7. Draw it on your book!
8. throw your pebble!
9. Hope with one leg!
10. Wait for your turn!

Assesment

Rubric Table

No	Description	Score
1	Correct Answer	10
2	Almost correct	5
3	Incorrect Anwer	0

Date: _____

Name : Ghazwa El Fikri Ulil 'Izza

Class : VII² (Seven two)

Pretest

1. Listen to your teacher !
2. Lead the
3. Wait the answer !
4. Speak ~~e~~ English in the classroom !
5. Repeat after me please !
6. Play with your friend nice sleep please !
7. Finish your a sgment on time !
8. Wake ~~a~~ up a like tomorrow !
9. Take your soes please !
10. Tour on your microfon please !

60

//

Date: _____

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Name = Charissa michaela Putri |
| <input type="checkbox"/> | Class = 7 ² |
| <input type="checkbox"/> | Pre test = |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | 1 Listen to your teacher! |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | 2 Read the poem! |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | 3 write the answer! |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | 4. Speak english in the classroom! |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | 5 Repeat after me please! |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | 6 Playing with you friend is nice! Please |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | 7. Finish your statement on time! |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | 8. Wake up early tomorrow! |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | 9. take your shoes please! |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | 10 turn on your microphone please! |
| <input type="checkbox"/> | 55 |
| <input type="checkbox"/> | // |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |

Name : Louza Fakhri A
 Class : VIII

No. _____

Date : _____

~~Pretest~~

Pretest

1 Listen to your teacher!

2 ~~eat~~ feed the poor!

3 ride the answer!

4 speak English in the class room!

5 repeat after my please!

6 play with your friend nice by please!

7 finish your ~~asaid~~ ~~men~~ on time!

8 week up only tomorrow!

9 take off your ~~sho~~ shoes please!

10 put on your microphone please!

45

Date : _____

 NAME = PUTRI BAKIS NURAINI class = V₁₁² Posttest : 1. Smile for the camera 2. Close your help please 3. Open the door please 4. Close the window please 5. Help me please 6. Number the sweep 7. Draw it on your book 8. Draw your fable 9. Hope with one leg 10. Wait for your turn.55
=

Name : LUKI Hartanto

Class : 7²

Postest :

1 Smar For the Camera ! 1/2

2 Flaize and your hand please !

3 open de tuon Flaize !

4 Close window please !

5 help me please !

6 namber the seave !

7 drou it or your good !

8 throw your peblet !

9 Hop wit wan leg !

40
//

~~with my hand~~

Date : _____

Name : kelsa Iffa Karina

Class : VII'

Posttest

1. Smile for the camera !
2. Raise your hand please ! $\frac{1}{2}$
3. Open the door please ! $\frac{1}{2}$
4. Close the window please !
5. Help me please !
6. Numbered sware ! $\frac{1}{2}$
7. Draw it on your book ! $\frac{1}{2}$
8. Throw your Pable !
9. hope with one kg !
10. Wait for your turn. !

80
//

Documentation



Pre – Test (Experimen Class VII.1)



Pre – Test (Control Class VII.2)



First Treatment (Experimental Class VII.1)



Second Treatment (Experimental Class VII.1)



Third Treatment (Experimental Class VII.1)



Post – Test (Experimental Class VII.1)



Post – Test (Control Class VII.2)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3668/In.28/J/TL.01/07/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMP N 2 MARGATIGA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **TALIA KUSSUMAWATI**
NPM : 1901050038
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF SIMON SAYS GAME ON
STUDENTS' LISTENING SKILL OF SEVENTH GRADE AT
SMP N 2 MARGATIGA IN THE ACADEMIC YEAR OF
2022/2023

untuk melakukan prasurvey di SMP N 2 MARGATIGA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Juli 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



PEMERINTAH KABUPATEN LAMPUNG TIMUR

DINAS PENDIDIKAN DAN KEBUDAYAAN

UPTD SMP NEGERI 2 MARGA TIGA

NSS : 2011204040004 NPSN : 10205922

Jl. Raya Negeri Jemanten Kec. Marga Tiga Kabupaten Lampung Timur

SURAT KETERANGAN

No :800/129/02/SK/2022

Yang bertanda tangan dibawah ini Kepala UPTD SMP Negeri 2 Marga Tiga Kabupaten Lampung Timur, menerangkan, bahwa :

Nama : **TALIA KUSSUMAWATI**
 NPM : **1901050038**
 Semester : **7 (Tujuh)**
 Jurusan : **Tadris Bahasa Inggris**

Telah menerima Mahasiswa tersebut diatas, untuk mengadakan Research/Survey dalam rangka melaksanakan Tugas Akhir/Skripsi di **SMP Negeri 2 Marga Tiga** Kabupaten Lampung Timur

Dengan Judul : **THE INFLUENCE OF SIMON SAYS GAME ON STUDENTS LISTENING SKILL OF SEVENTH GRADE AT SMP N 2 MARGA TIGA IN THE ACADEMIC YEAR OF 2022/2023**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya





KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : Talia Kussumawati
 NPM : 1901050038

Prodi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu 18 Jan 2023	Dr. Widhiya Ninsiana, M.Hum	Footnote di Prior research Closing Statement Table Prasurvey Revisi Judul	
2.	Jumat 10 Maret 2023	Dr. Widhiya Ninsiana, M.Hum	Acknowledgment, KKM, identification of problem, research design	
3.	Jumat 24 Maret 2023	Dr. Widhiya Ninsiana M.Hum	Acknowledgment, Prasurvey	
4.	Selasa 28 Maret 2023	Dr. Widhiya Ninsiana M.Hum	Prasurvey, Problem limitation Prior research, dependent & Independent variable	
5.	Jumat 31 Maret 2023	Dr. Widhiya Ninsiana M.Hum	Acknowledgment, background of the study, problem limitation Dependent Variable	
6.	Selasa 4 April 2023	Dr. Widhiya Ninsiana M.Hum	Acc Sumire	

Mengetahui
 Ketua Prodi TBI

Anianto, M.Pd
 NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulvo Metro Timur Kota Metro Lampung 34111

IAIN METRO Telephone (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouin.ac.id; e-mail: tarbiyah.iain@metrouin.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Talia kussumawati
 NPM : 1901050038

Program Studi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 20 Juni 2023	Dr. Widhiya Ninsiana M. Hum	Bimbingan Apd	
2	Jumat, 23 Juni 2023	Dr. Widhiya Ninsiana M. Hum	Bimbingan Apd	
3	Senin 26/6/23	Dr. Widhiya Ninsiana M. Hum	Bimbingan Apd Acc	

Mengetahui
 Ketua Program Studi TBI

Andiarto, M.Pd
 NIP. 19871022015031004

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
 NIP. 197209232000032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Talia Kusumawati
 NPM : 1901050038

Program Studi : TBI
 Semester : 9

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Kamis, 9 November 2023	Dr. Widhiya Ninsiana, M.Hum	Bimbingan skripsi	
2.	Senin, 20 November 2023	Dr. Widhiya Ninsiana M.Hum	Penulisan dependent variabel	
3.	Selasa, 5 Desember 2023	Dr. Widhiya Ninsiana M.Hum	Penulisan Independent variabel dependent variabel	
4.	Rabu, 6 Desember 2023	Dr. Widhiya Ninsiana M.Hum	Penulisan Independent variabel dependent variable. Conclusion	
5.	Selasa, 12 Desember 2023		Acc to purngas	



Mengetahui
 Ketua Program Studi TBI

Dr. Much Diniatur, M.Pd.B.I.
 NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
 NIP. 197209232000032002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3036/In.28.1/J/TL.00/06/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: TALIA KUSSUMAWATI
NPM	: 1901050038
Semester	: 8 (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF USING SIMON SAYS GAME ON STUDENTS' LISTENING SKILL OF THE SEVENTH GRADE AT SMP N 2 MARGATIGA

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Juni 2023
Ketua Jurusan,



Andianto M.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Talia Kussumawati
NPM : 1901052001
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, December 2023

Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1410/In.28/S/U.1/OT.01/12/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : TALIA KUSSUMAWATI
NPM : 1901050038
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901050038

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 11 Desember 2023
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : /In.28/D.1/TL.00/00/2023

Lampiran : -

Perihal : **IZIN
RESEARCH**

Kepada Yth.,

Kepala SMP N 2 MARGATIGA

di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: /In.28/D.1/TL.01/00/2023, tanggal 000000 atas nama saudara:

Nama : **TALIA KUSSUMAWATI**
NPM : 1901050038
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada Kepala SMP N 2 MARGATIGA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 2 MARGATIGA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SIMON SAYS GAME ON STUDENTS' LISTENING SKILL OF THE SEVENTH GRADE AT SMP N 2 MARGATIGA".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Juli 2023
Wakil Dekan Akademik dan
Kelembagaan,



NIP



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 2 MARGA TIGA
NSS : 2011204040004 NPSN : 10205922

Jl. Raya Negeri Jemanten Kcc. Marga Tiga Kabupaten Lampung Timur

SURAT KETERANGAN

No :800/092/02/SK/2023

Yang bertanda tangan dibawah ini Kepala UPTD SMP Negeri 2 Marga Tiga Kabupaten Lampung Timur, menerangkan, bahwa :

Nama : **TALIA KUSSUMAWATI**
NPM : **1901050038**
Semester : **9 (Sembilan)**
Jurusan : **Tadris Bahasa Inggris**

Telah menerima Mahasiswa tersebut diatas, untuk mengadakan Observasi/Survey dalam rangka melaksanakan Tugas Akhir/Skripsi di **SMP Negeri 2 Marga Tiga Kabupaten Lampung Timur**
Dengan Judul : **THE INFLUENCE OF SIMON SAYS GAME ON STUDENTS LISTENING SKILL OF SEVENTH GRADE AT SMP N 2 MARGA TIGA**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Marga Tiga, 18 September 2023
Kepala UPTD SMP N 2 Marga Tiga
Drs. S. ARIYANTO
NIP. 19670104 199103 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: /In.28/D.1/TL.01/00/2023

Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **TALIA KUSSUMAWATI**
 NPM : 1901050038
 Semester : 9 (Sembilan)
 Jurusan : Tadris Bahasa Inggris

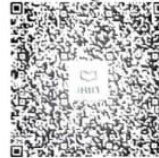
Untuk : 1. Mengadakan observasi/survey di SMP N 2 MARGATIGA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SIMON SAYS GAME ON STUDENTS' LISTENING SKILL OF THE SEVENTH GRADE AT SMP N 2 MARGATIGA".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai denganselesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 28 Juli 2023

Wakil Dekan Akademik dan
 Kelembagaan.



NIP



CURRICULUM VITAE



Talia Kussumawati, the researcher, was born in Gedung Wani, Margatiga, East Lampung on February 5, 2001. The researcher comes from a harmony family. The researcher is the youngest daughter of Mr. Kusniarto and Mrs. Ni Wayan Sri Darmawati.

Researcher began her education at Aba Gedung Wani Kindergarten then continued their studies at SD N 2 Mengandung Sari. After graduating the researcher continued his studies at SMP N 1 Sekampung Udik. After graduating, researcher continued her studies at MAN 1 Lampung Timur. Currently, the researcher is studying at IAIN Metro with a major in English Education. Researcher sincerely hope can complete final project (undergraduate thesis) and continue studies as high as possible. And the researcher hopes that the knowledge gained while studying can be useful for many people.