TEACHING VOCABULARY BY USING SIMON SAYS GAME AT THE SIXTH YEAR STUDENTS OF ELEMENTARY SCHOOL 373 BATU PUTIH CENGKEH

BY
SUKAESI AMINAH
NIM: 08.16.3.0106

A Thesis

Under Supervision:

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2. **Dr. Jumharia Djamereng, M.Hum.**

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

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Submitted to the English Language of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

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PRONOUNCEMENT

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Declares that this thesis she wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State College for Islamic studies Palopo entitled **"Teaching Vocabulary By Using Simon Says Game At The Sixth Year Students Of Elementary School 373 Batu Putih Cengkeh"** is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.
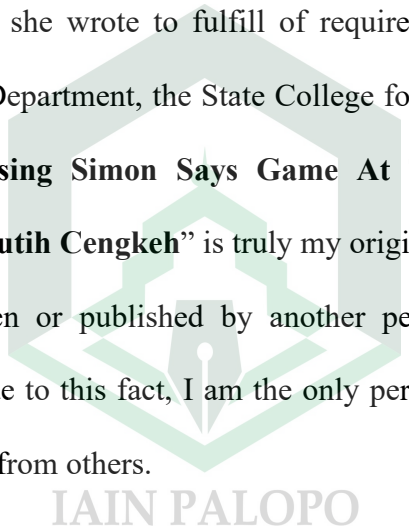
Palopo, 21st of January 2013

Researcher

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THESIS APPROVAL

This thesis entitled **"Teaching Vocabulary by Using Simon Says Game at the Sixth Year Students of Elementary School 373 Batu Putih Cengkeh",** which is written by **SUKAESI AMINAH**, **REG.NUM**. **08.16.3.0106**, English S1 study program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in *MUNAQASYAH* session which is carried out on Friday, **February 16th 2013 M., coincide with 5 Rabiul Awwal 1434 H.** It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Language teaching.

Palopo,16 February , 2013 M
5 Rabiul Awwal 1434 H

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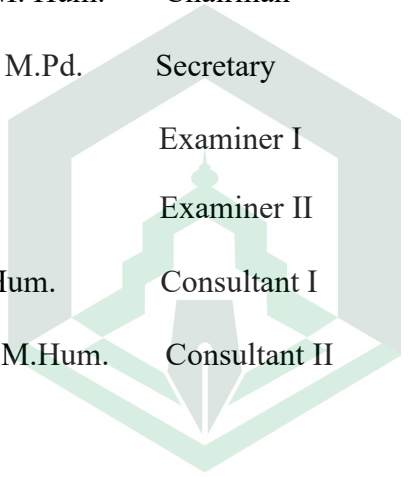
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Palopo, 21st January 2013

The Researcher

DEDICATION

THIS THESIS IS DEDICATED FOR

MY BELOVED PARENTS, BROTHERS AND SISTER

ALL MY FRIENDS IN ENGLISH STUDY PROGRAM

ESPECIALLY FOR TADRIS BIG-C

ALL STUDENTS OF ENGLISH STUDY PROGRAM

IN STAIN PALOPO

AND FOR ALL PEOPLE WHO WANTS TO FIND OUT THE WAYS

TO INCREASE THEIR ENGLISH TEACHING

NOTA DINAS PEMBIMBING

Hal   : Skripsi

Lamp   : -

Kepada Yth,

Ketua Jurusan Tarbiyah STAIN Palopo

Di,-

   Tempat

Assalamualaikum Wr.Wb.

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama   : Sukaesi Aminah

Nim   : 08.16.3.0106

Program Studi   : TADRIS INGGRIS

Judul Skripsi   : Teaching Vocabulary by Using Simon Says Game at the Sixth

                               Year Students of Elementary School 373 Batu Putih Cengkeh.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamualaikum Wr.Wb.

Palopo 21st January 2013

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IAIN PALOPO

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ABSTRACT

Sukaesi Aminah, 2013. *Teaching Vocabulary By Using Simon Says Game At The Sixth Year Students Of Elementary School 373 Batu Putih Cengkeh*. Thesis, English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Dr. Masruddin, SS., M.Hum and Dr. Jumharia Djamereng, M.Hum

Keyword: Teaching, Vocabulary, Simon Says Game

This thesis about teaching vocabulary by using Simon says game at the sixth year students of elementary school 373 Batu Putih Cengkeh. The problem statement of this research was "How to use Simon says in teaching vocabulary at the first (1st) semester sixth year class B students in SDN 373 Batu Putih Cengkeh?" The objective of the research is to find out what is the effective ways in teaching vocabulary by using Simon says game of the sixth year students at elementary school 373 Batu Putih Cengkeh.

This research used Classroom Action Research method; the target of this research is Class B of the sixth year students at SDN 373 Batu Putih Cengkeh in 2011/2012 academic year. The procedure of the research used two cycles namely cycle 1 and cycle 2. The data is collected through vocabulary test result to find out the students' vocabulary ability and it is counted by using formula the total correct answer is divided by total test items and it is times one hundred. The activities of students during learning process, it is analyzed by considering the students' participation and level of Simon says game Implementation.

The result of this research finds that the ways in teaching vocabulary by using Simon says game namely : a) the teacher should choose the material based on the students' proficiency, b) the teacher should prepare and identify the vocabularies as command that proper for students' level, c) the leader who giving command must speak loudly ,d) arranging students' sit position to be around, e) making some groups, f) the classroom situation will be little bit of noisy during playing the game. It can make other students curious and join in class, this condition sometimes only disturb. So it will be effective if the teacher close the door during playing game.

CHAPTER I

INTRODUCTION

A. Background

When learners want to master English, they must have many vocabularies because it relates to four skills such as; speaking, reading, writing and listening, by mastering vocabulary learner can express ideas through statement or speech, and it can also describe feeling and build communication with others. But sometimes the English learner or students are lazy to memorize vocabularies even though they know the role it in studying foreign language, beside that the way to memorize words is not effective for them. So, many students cannot understand text and always there is miss communication, because they do not mastery vocabulary.

In this case the teacher should apply appropriate method and techniques to make teaching vocabulary process are fresh and comfortable, giving motivate students in order that they more interest in learning vocabulary, to help students easy to memorize or mastering vocabulary. And also a teacher has to know that the important in teaching and learning process is process communication, in process communication or to create to get our aims. Therefore the way to solve it is mastering vocabulary,[1] in order that students can use English in conversation.

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[1] Firdal , *The effectiveness of fun with English program in improving English vocabulary of the students at SDN 92 Karetan* , An UnPublished Thesis (STAIN Palopo: 2009)P.2

One of methods in teaching English vocabulary is the using Simon says game. This method is appropriate for the beginner or students in elementary school. Using games can make students be more fun during learning process, because they do not feel that they are forced to learn, Simon says game giving students command to do action verb (Simon says; put your hands on your head, Simon says; stand up please).Simon says game using action verb because this game giving command to practice the words directly. It can enrich students' vocabulary because they mention vocabularies and practice it directly, they more fun to memorize every words.

Simon says game is not only improve students' vocabulary but also to train their concentration because the command should only be followed with phrase (Simon says) for example "Simon says point the door" if the command without phrase for example " open your book" and the students follow the instruction it is means that they are wrong. It is ability the students' concentration to distinguish between valid and invalid command.

Based on explanation above and the strong desire in doing research at SDN 373 Batu Putih Cengkeh teaching vocabulary through using Simon says game hopefully if the teacher uses games for teaching, the students will be more fun for studying. And also they can understand the material and it will be one of solutions for students to improve their English vocabulary. The research under the title "***teaching vocabulary by using Simon says game at the sixth year students of elementary school 373 Batu Putih Cengkeh***".

B. Problem Statement

Based on the explanation in the background above the researcher formulates the research question as follows:

How to use Simon says game in teaching vocabulary to the students at the first (1st) semester of sixth year students in SDN 373 Batu Putih Cengkeh?

C. Objective of the Research

Based on the formulates above, the objective of the research is to find out the effective ways in teaching vocabulary at the sixth year students in SDN 373 Batu Putih Cengkeh.

D. Significance of the Research

The significance of this research is expected to have both academic and practical contributions

1. Academically, to help teacher / researcher to find out the alternative way of teaching vocabulary and to produce the relevant and valid knowledge for their class to improve their teaching.

2. Practically, it can be used model to improve the students' vocabularies, so that they can use English in conversation.

E. Scope of the Research

The scope of this research is focused in teaching vocabularies by using Simon says games. It is emphasized on verb and noun and students must do the Simple Simon says command. They practice the words that given by leader of the game.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In writing this thesis, the researcher find some researches which closely related to this research, those researches are:

Ghada Sari observed a research the title "using games for teaching vocabulary'' She concluded that learning vocabulary through games is one effective and interesting ways that can be applied in any classroom, in his research he suggested that games are used not only for fun but more, importantly for useful presenting, practice and review of vocabulary learner's communicative competence[1]. The students are more communicative in learning vocabulary process by using game, because it is fun for them.

Nguyen Thi Than Huyen and Khuat Thi Tu Nga, they Notice that "our research reveals games that contribute to through our post game survey of one teacher's class. All students confirmed that their classmate help to remember words for the games. Also 18 questioned students said that games is one of effective way for learning vocabulary, most students agree that their use vocabulary was becoming better since

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[1] Ghada Sari "Using *Games For Teaching Vocabulary* "An Article The internet Available Online, accessed on15th May 2012.

actively joined in games.[2] Students can help their friends to remember words that using in playing game because the other students try to help their friends to know the vocabulary moreover if playing the game in a group, using game is also effective for teaching vocabulary and create fun learning situation.

The researcher, Basri had conducted a research about improving vocabulary through letter game at the eight year students of Pesantren Modern Datok Sulaiman Putri Palopo, he concluded that the letter game applied by the researcher, it is found that the most of the students give positive respond and enjoy learning by using letter game.[3] The students are more enjoy in learning process because game created fun learning situation so it is easy for students to give respond or feedback towards learning that given to them.

The researcher, Waham had conducted a research about enriching students' vocabulary at the third year students of SMPN 7 Palopo by using guessing gesture game, he concluded that students' vocabulary enriched through gesture games this development was proved by calculating the difference of both test (pre-test and post-test) .[4]

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[2] Nguyen Thi Than Huyen and Khuat Tu Nga, *Learning Vocabulary Through Games*, (An Article Asian EFL Journal) The internet Available Online, accessed on24 th June 2012

[3]Basri, *improving vocabulary through letter game at the eight year students of Pesantren Modern Datok Sulaiman Putri Palopo*,(Palopo: STAIN Palopo),Unpublished Thesis S1, 2009, P.54

[4] Waham, *enriching students' vocabulary at the third year students of SMPN 7 Palopo by using guessing gesture game*, (Palopo: STAIN Palopo) Unpublished Thesis S1,2011 .P.66

all these researches have similarities and differences.

The similarities are using games for teaching and developing the students' vocabularies.

And differences are all researcher using different games in their research. In this research the researcher using Simon says games for teaching vocabularies; it can stimulate students to practice new words directly, by using command to practice the words.

B. Some Pertinent Ideas

1. Vocabulary

Vocabulary is core component is language proficiency and provides much of the basic how well learners speak, listen, write and read. Without an extensive vocabularies and strategies for acquiring new vocabulary, learners achieve less than their potential and may be discouraged from making use of language learning opportunities around that such as listening to native speaker, using the language is different context, reading or watching television. [5]

While according to Martin Manser in his dictionary oxford learner's pocket dictionary, that vocabulary is all the words that a person knows or uses: all the words

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[5]Jack C. Richards and Willy A. Renandya, *Methodology in teaching : An Anthology Of current Practice* (United States of America : Cambridge University, 2002) P. 255

in a language; list of words that a person knows or uses: all the words with their meanings especially in a book a foreign language.[6]

Norbert Schmitt states that people use language to communicate, so naturally one key issue in vocabulary studies is how much vocabulary is necessary to enable this communication, the short answer is a lot, but it depends in one's learning goals.if one wishes to achieve native like proficiency, then presumably is necessary to have much vocabularies size similar to native speaker.[7]

Rivers in David Nunan argued that the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. In addition, the more one's vocabulary develops, the easier is to add new words.[8] Vocabulary is one of the components of language and that on language exist without words. Words are sign or symbol for ideas. They are the means by which people exchange their though there words we learn, the more ideas we should have, so we can communicate the ideas more effectively.

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[6] Marthin Manser, *Oxford Learner's Dictionary*, (New Edition; New York : Oxford University Press, 1980), P.482

[7] Norbert Schmitt, *Researching Vocabulary: A Vocabulary Research Manual (*Palgrave Macmillan : 2010) P.6

[8] David Nunan, *Language Teaching Methodology" A textbook for teachers, National for English language teaching and research,*: Macquarie University , Sydney, Prentice Hall, 1991, P.117

The writer can make conclusion from explanation above that no one can mastery a new or foreign language without vocabularies, even though they know all the patterns or others about the foreign language well. By using vocabulary someone can express their opinion, suggestion communicatively. They can use the language in daily conversation or the others moments.

In learning vocabulary we know the contents words or familiar with class word, there are noun, verb, adjective and adverb.

Noun, Noun is a word used to name person, place, animal or things.[9] The noun is one of the most important parts of speech; it is arrangement with the verbs helps to form the sentence core which is essential to every complete sentence.[10]

a) Abstract Noun is the word not real

Happiness	: kebahagiaan
Freedom	: kebebasan
Health	: kesehatan
Honesty	: kejujuran

b) Concrete Noun is concrete word

Chair	: kursi
Bread	: roti
People	: orang
Car	: mobil

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[9] Drs. Rudi Hariyono, *Complete English Grammar :Tata Bahasa Inggris Lengkap*, (Special Edition : Gitamedia Press 2002) P.13

[10] Marcella Frank, *Modern English : a practical reference guide*, (United States of America : 1972) P.6

c) Proper Noun

Proper noun is name People, name, town, country, school, etc, proper noun always use capital letter. For example:

Amir	: name of person
Yogyakarta	: name of town
Indonesia	: name of country
Bengawan Solo	: name of river

d) Common Noun is noun that shows kinds, class from things, place etc, for

example:

Book	: buku
Invention	: penemuan
City	: kota
Soldier	: prajurit

e) Collective Noun is community name or group for example:

A team	: tim
A committee	: panitia
A club	: kelompok

f) Material Noun is noun that natural no one makes it

Example

Gold	: emas
Water	: air

g) Inflection of Nouns There is three kinds of inflection nouns, namely:

(1) Gender

Gender can be divided into fourth kinds   there are:

Masculine gender (jenis laki – laki)

Feminine gender (jenis perempuan)

Common gender (jenis kelamin umum)

Neuter gender (netral / tak berjenis kelamin)

Example   :

MASQULINE :

Father	: ayah
Brother	: saudara
Uncle	: paman
Son	: anak laki- laki
Nephew	: kemenakan
Grandfather	: kakek
Husband	: suami
Father in law	: ayah mertua
Fiancé	: tunangan
Brother in law	: ipar

FEMININE :

mother	: ibu
sister	: saudara
aunt	: bibi
daughter	: putri
niece	: kemenakan
grandmother	: nenek
grand- daughter	: cucu
fiancée	: tunangan
wife	: istri
sister- in – law	: ipar etc.

COMMON GENDER

Teacher	: guru
Student	: siswa
Doctor	: dokter
Children	: anak – anak
Baby	: bayi
Parents	: orang tua

NEUTER GENDER

book	: buku
table	: meja
truck	: truk
car	: mobil
plane	: pesawat
mountain	: gunung[11]

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[11] Fuad Mas'ud, *Essential of English Grammar: a practical guide*, (Edisi 3 : BPFE – Yogyakarta 2005) ,p.44- 57

(2). Number is noun that show total and it can be divided two kinds

There are singular and plural noun.

Singular	Plural
A book	two books
A car	three cars
A city	many cities

(3). Case is show relation noun with some words in a sentence; there are three kinds case, as follows:

(a) Nominative case is noun that can be main in a sentence and put it before first verb

Karim takes an umbrella

Our flag is called sang saka merah putih

Some students did not come here yesterday

(b) Possessive case is noun possessive, using apostrophe's' in the end of noun

Ahmad's book
Karim's shop
The cat's tail

(c) Objective case is noun to be object in sentence

Ali killed a snake	she calls him liar
I bought a book	she brings me a ticket[12]

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[12] Fuad Mas'ud, *Essential of English Grammar: a practical guide*, (Edisi 3 : BPFE – Yogyakarta 2005) p.59

h) Countable Noun is the name of a thing that can be counted or divided into singular or plural, for example:

Student	camera
Book	writer
Table	woman

i) Uncountable Noun is the name of a thing that can be counted or divided into singular and plural, for example:

Milk	wool
Money	ink
Tea	oxygen
Sand	iron
Gold	beauty[13]

Adjectives, In Mursal's thesis Collier stated that adjective is word that described a noun, e.g. green in garden grass.[14] There are some types of adjectives namely.

a) Determiners

(1). Demonstrative adjectives – this, plural these – that, plural   those

(2). Possessive adjective

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[13] Mursal, *The Use Name Card Technique in Improving Vocabulary at the Third Year Students of Elementary School 79,* An Unpublished Thesis (STAIN Palopo : 2009) p.18

[14] Mursal, *The Use Name Card Technique in Improving Vocabulary at the Third Year Students of Elementary School 79,* An Unpublished Thesis (STAIN Palopo : 2009) p. 19

Form pronouns – my, your, one's, etc
Form nouns – john's, the girl's, etc

(3). Numeral adjective

Cardinal – four, twenty – five, one – hundred, etc
Ordinal – fourth, twenty – fifth, one hundredth, etc

(4). Adjective of indefinite quantity – some, few, all, more, etc

(5). Relative and interrogative adjectives – whose, what, which[15]

b) Descriptive adjective

Descriptive adjective usually indicate in an inherent quality (beautiful, intelligent), or physical state such as age, size, color. Inflectional and derivational endings can be added only to this type of adjective.

(1). Proper adjective- a Catholic church, a French dish

(2) Participle adjectives

Present participle- an interesting book, a disappointing experience

Past participle- a bored students, a worn tablecloth, a spoiled child

(3) Adjective compound

(a) With participle

Presents participle: a good- looking girl, a long suffering- widow.

Past participle: ready-made clothes, a broken-down house

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[15] Marcella Frank, *Modern English : a practical reference guide*, (United States of America : 1972) , p.109

(b) With- ed added to nouns functioning as the second element of compound. The first element is usually a short adjective: far-sighted, ill-tempered

These compounds are usually written with hyphens, but sometimes are not. Reflecting the general tendency to use fewer hyphens, some dictionaries give as single words a number of the compounds we have just listed, heartbreaking, newborn.[16]

Verb is word that show a working, activities, or things does

Example: See (melihat), hear (mendengar), laugh (tertawa), run (berlari), speak (berbicara), and walk (berjalan).

There are many classifications made by the experts in language area about the types of vocabulary. Djalinus Syah and Azimar Enong divide vocabulary into two parts, namely:[17]

1) The general vocabulary is the words that are used in general; there is no limited of field and user.

2) Whereas special vocabulary, is the words that are used in the certain field or job, profession or special science and technology.

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[16] Marcella Frank, *Modern English : a practical reference guide*, (United States of America : 1972) p.110

[17] Anonym skripsi-bahasa-inggris, *http://teaching-vocabulary-through-games-to-elementary-students*.html, the internet available online, accessed on 18th September 2012.

I.S.P Nation calls those vocabularies as motivated (active) vocabulary and unmotivated (passive) vocabulary consist of all the words we need to use and feel no reluctance in using in our daily life, while the unmotivated (passive) vocabulary can be divided into two groups.

1) Words which are only partly understood and are not well known enough to use actively, and

2) Words which are not needed in daily communication

Beside receptive and productive vocabulary, Jo Ann Aebersaid and Marry Lee Field as quoted by ikah in her research, also classified vocabulary into topic- specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently, in particular because they are related to the topic of the text.[18] For example, in a text on topic of fried chicken, the words chicken, flavor, oil, frying pan, and crispy might appear frequently, so those words can we call as topic-specific or content-specific vocabulary.

Some others dividing the kinds vocabulary is:

1) oral vocabulary

The oral vocabulary is refers to words that a person employs them in expressing ideas orally and actively. It is consisting of word actively used in speech that comes readily to tongue of the one's conversation

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[18] Ikah, *The Correlation Betw een Students' Achievement in Vocabulary and Reading Ability (case study at the second year students of MAN II Bekasi, academic year 2006- 2007),* A published Thesis S1 (Universitas Syarif Hidayatullah Jakarta: 2006), p.10

2) writing vocabulary

The writing vocabulary is refers to words commonly used in writing. It is stock of words that come readily to one's finger vocabulary it commonly in writing.

3) listening vocabulary

The listening vocabulary is refers to someone can recognize them when in written form[19]. From the explanation above, we know that every expert in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. Without grammar very little we can convey, without vocabulary nothing we can convey. Good mastery of vocabularies helps the learners to express their ideas precisely.

By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give response, speak fluently and write some kinds of topics. On the contrary if the learners do not recognize the meaning of the words use by those address them, they will be unable participate i n conversation, unable to express some ideas, the mastery of this element should be ensured and develop. Therefore, schools have a task to teach vocabulary to their students.

Hunt and Beglar as quoted by Jack C Richard and Willy Renandya, recommend 3,000 to 5,000 words are suggested for learners continuing to tertiary education

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[19] Jeremy Harmer, *The Practical of English Language Teaching*, London and New York, Longman Group, p.10

studies. These words may have to be taught directly.[20] One thing that the entire partner that involved in the learning process (students, teacher, materials writers and researchers) can upon is that learning vocabulary is an essential part of mastering second language, the importance vocabulary is highlighted by the repeated observation that learners carry around dictionaries not grammar books. Without vocabulary is difficult for beginning learners to understand the foreign or their second language

2. Teaching English as second language and foreign language

Teaching English as a foreign language (TEFL) refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system, or privately, e.g., in an after-hours language school or with a tutor. TEFL teachers may be native or non-native speakers of English.[21] Kenneth Beare as quoted by Muhammad Amin Rasyid and Hafsah J. Nur said that TEFL is most commonly used when speaking about teaching English to learners those who live outside a native English speaking country. TEFL is sometimes used in place of TESOL (Teaching English to Speakers of Other Languages) or TESL (Teaching English as a Second Language). Teaching English as a foreign language (TEFL) refers to teaching English to students whose first language

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[20] Jack C Richard and Willy Renandya, *Methodology in teaching : An Anthology Of current Practice* (United States of America : Cambridge University, 2002) p.256

[21] Anonym *Teaching English as a foreign language*, http:// en,Wikipedia.org, the internet available online, accessed on 27th , august 2012

is not English. In Indonesia, especially in rural area, most of the students' first language is their traditional language that they use at home and Bahasa Indonesia is as their second language that they use in social contact and in the school. In this case, the position of English is as foreign language. Teaching of English as a foreign language (TEFL) in many countries in the world has officially been made imperative. In Indonesia, English is taught as a foreign language, starting from junior secondary schools up to universities.[22] And sometimes the students find some difficulties in studying English because they do not use it in their daily life, most of them speak English is only in their school when learning English subject at classroom.

In teaching English as foreign language, it means that teaching language as the second language to the students and it is not easy because they are rarely use it in their daily life, students must study many language components like pronunciation language pattern, memorizing word, and many others. So the foreign language teacher is suggested to use some varieties method to make learning process more interesting for students. Hopefully they can enjoy in learning process, beside that a teacher must be able to raise the students' motivation in learning English as their second language; finally the language target ability can be achieved.

As Richard in David Nunan points out, the goal of many language teachers is to find out the right method: the history of our profession in the last hundred years

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[22] Muhammad Amin Rasyid , Hafsah J. Nur," *Teaching English as a foreign language (TEFL) in Indonesia, Theory, Practice, and Research* " Department of English education FPBS IKIP ujung pandang , 1997 . p.1

has done much to support the impression that improvements in language teaching will come about as a result of improvements in the quality methods, and that ultimately an effective language teaching method will be developed, an important aspect of methodology of teaching routines, materials and task for using in the classroom[23]. Method is one of important elements in teaching and learning process, it can help students to understand material and also create comfortable situation during studying a subject. Beside, methods help a teacher to convey material without making students bored.

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influence by the aptitude and enthusiasm of the students.[24] There are many methods of teaching languages; one of methods is Total Physical Response (TPR).

Total Physical Responds (TPR) is language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity. While usually thought of as powerful language learning approach for

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[23] David Nunan, *Language Teaching Methodology, A textbook for teachers, National for English language teaching and research,*: Macquarie University , Sydney, Prentice Hall, 1991,.p.3

[24] Anonym teaching _ Method, http://en.wikipedia.org, the internet available online, accessed on 22nd June 2012.

beginning students, TPR actually has great potential for learners at any level of ability.[25]

The founder of the Total Physical Response (TPR) method, James Asher noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, and looking). A typical TPR class utilized the imperative mood, even at more advanced proficiency levels. Commands were an easy way to get learners to move about and to loosen up: *Open the window*, *Close the door, Sit down, Pick up the book, and Give it to john,* and so on. Like other methods of the twentieth century, TPR – as a method – had limitations. It was especially effective in the beginning levels of language proficiency, but lost its distinctiveness as learners advanced in their competence. But today TPR is used more as a type of classroom activity, which is a more useful way to view it. Many successful communicative, interactive classrooms utilize TPR activities to provide both auditory input and physical activity. [26] In the basic theory of Simon says game has been developed from Total Physical Response (TPR) method, both of them giving command to the students doing physical action. But TPR is not Simon says game, they are different.

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[25] Lilis, *The English Teaching Method Used by The English Teacher of SMPN 1 Burau*, (STAIN Palopo) An Unpublished Thesis, 2007, p.17

[26] H. Douglas Brown, *Principle of Language Learning and Teaching*, (Fifth Edition, Pearson Longman: San Francisco State University) 2007, p.78-79

Some of differentiate these methods are:

a. TPR giving students command directly but Simon says games using words "simple Simon says game". In this game a command without the beginning "simple Simon says games" means do not do this action.

b. Nothing complex chain command in TPR and there can be very complex and difficult command chains in Simon say game such as "Simon says: Arms up. Simon says: Arms down. Arms up." Anyone ending with their arms up is eliminated, because he cannot obey a command that doesn't begin with "Simon says".

3. The use game for teaching vocabularies

One of effective ways for teaching vocabularies in students learning process is by using games, games have always been recognized as important tools that can dramatically change the atmosphere of the class, and they can conceivably be used in English foreign language class, making vocabulary and grammar learning more interesting.[27] It can make students be more fun during learning process, Game is activity that you do to have some fun. Games can make the students more focus in learning, because they do not feel that they are forced to learn but every activity take place naturally during teaching and learning process.

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[27] Jativard A Lipour, *Teaching Vocabulary in EFL Classroom: A Tired – out technique, Faculty of Foreign Language,* University of Isahan, Dasvaze Shiraz Square, p.1

While Andrew Wright, David Better and Michael Buckby in Mursal's thesis suggested the benefits of the games help the students enjoy in learning vocabularies.[28]Games can be media that will give many advantages for teacher and students either, the useful of games are attracting the student to learn English because it is fun.

Some advantages of using games in the classroom are:

a. Games help students to make and sustain the effort learning.

b. Vocabulary games bring real word context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.

c. Games usually involve friendly competition and they keep students interest in learning the language.

d. Games can help them (children) learn and hang on to new words more easily.

e. They are motivating and challenging

f. Games encourage students to interact and communicate

There are many criteria games as educational media for teaching English to children.

a. A game must be more than just fun.

b. A game should involve "friendly" competition.

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[28] Mursal, *The Use Name Card Technique in Improving Vocabulary at the Third Year Students of Elementary School 79,* An Unpublished Thesis (STAIN Palopo : 2009) p.5

c. A game should keep all of the students involved and interested.

d. A game should encourage students to focus on the use of language rather than on the language itself.

e. A game should give students a chance to learn, practice, or review specific language material.

The important thing in teaching English vocabulary is how to make English learning fun for children.[29] When teacher using game in learning process the students more enjoy for studying and between students with teacher and the other students will be more interactive, because they can participate during playing games. And one of games in teaching vocabulary is Simon says game, this game can be applied in every level English but it is more proper for beginning level or elementary students because the game is very easy and simple to practice so the students will be more enjoy to study vocabulary.

Simon says is a game for 3 or more players where 1 player takes the role of 'Simon' and issues instructions (physical actions such as 'jump in the air' or 'stick out your tongue') to the other players, which should only be followed if prefaced with the phrase 'Simple Simon says', for example 'Simon says jump in the air'. Players are eliminated from the game by either following instructions that are not immediately preceded by the trigger phrase or by failing to follow an instruction which does

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[29] Muhammad agus salim el-bahri, at http//www.scribd.com/doc/*teaching-english-vocabulary-using- games*, an article internet available online, accessed on 23rd April 2012.

include 'Simple Simon says'. It is the ability to distinguish between valid and invalid commands.

The object for the player acting as 'Simple Simon' is to get all the other players 'out' as quickly as possible; the winner of the game is usually the last player who has successfully followed all of the given commands. Occasionally however, 2 or more of the last players may all be eliminated by following a command without "Simple Simon Says", thus resulting in no winner at all. A command starting with a command *without* the beginning "Simple Simon says" means do not do this action. Anyone who breaks 1 of these 2 rules is eliminated from the remainder of the game. Often, anyone who speaks is also eliminated.

There can be very complex and difficult command chains, such as "Simon says: Arms up. Simon says: Arms down. Arms up." Anyone ending with their arms up is eliminated, because you cannot obey a command that doesn't begin with "Simon says".[30] The students' only practice all the command that begin with phrase Simple Simon says game.

Here are some roles in Simon say game:

a. Teacher calls out commands in the teaching and learning

b. Simon says "touch your nose"

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[30] Anonym Simon says ,http//en.wikipedia.org/wiki/Simon says, internet available online accessed on 8th May 2012

c. Simon says "show me a pencil"

d. Sometimes the teacher says "Simon says" but sometimes the teacher just says the command.

e. The students are only supposed to obey the commands when "Simon Says"

f. Can be used to practice command forms, body parts, and action verb[31]

In teaching vocabulary an English teacher should use variants method and one of methods is by using game. It can help students to remember the words easily. Using game to teach vocabulary will be more interesting for students; they are not only playing the game but also learning, beside that it creates the exiting situation in classroom and almost students active during learning process that using game. One of games to teach vocabulary is Simon says game, the game in which one person gives commands: the others have to carry them out; the trick is that they must only obey commands that are preceded by 'Simon says. The game helps students to remember words easier because they practice the vocabulary directly.

To focus attention on its use for vocabulary teaching, one technique might be to teach the parts of the face or action verb: Touch your eyebrows, 'Touch your cheeks, 'Simon says touch your nose'. The teacher introduces the vocabulary needed, and the students carry out the actions; in due course the students may take over the ordering role. They are reacting to the new Vocabulary with physical movements;

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[31] Anonym Simon says,http://ms.loganhocking.k12.oh.us/~madame/teacher/presentation/ games.html#simonsays, internet available online accessed on 9th august 2012

they are doing something that will help them to remember. By using Simon says game the students can be required to make active, meaningful use of new vocabulary immediately.[32] Even though the vocabulary is unfamiliar for them but they are easier to remember it after using and practice the words in playing Simon says.

C. The Concept of Classroom Action Research

1. Action Research

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are many ways to improve knowledge about teaching. The goal of Classroom Action Research is to improve your own teaching in your own classroom, department, or school. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity is achieved through the triangulation of data. The focus is on the practical significance of findings, rather than statistical or theoretical significance.[33]

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[32]Anonym, http://homepage.ntlworld.com/vivian.c/Writings/Papers/TeachVoc81.htm, Internet Online Available, Accessed on 23rd October 2012

[33] http://www.*julianhermida*.com/algoma/scotlactionresearch.htm, the internet available online, accessed on 20th February 2013

Action research is the name given to an increasingly popular movement in education research. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, professional development, and school improvement schemes and so on, and, as such, it actively involves teachers as participants in their own educational process. [34]

Stephen Kemmis in Djunaidy Ghony as quoted by kustiati in her research stated that action research is a form of self-reflective inquiry understaken by participants in social(including educational) situations in order to improve the rationality and justice of (1) their own social or educational practices, (2) their understanding of these practices, (3) the situations in which the practices are carried out. In education, action reseach has been employed in school –based curriculum development, professional development, school improvement programs, and system planning and policy development. [35]

2.Characteristic of Action Research

a. Practical, and relevance with situated real deep world job

b. Giving set framework to trouble-shooting

c. Flexible and adaptive which is enables to mark sense changing up to trial period

d. Participateion which researcher takes part straightforward

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[34] Hopkins, *Action Research*. 1993. Online, hysicsed. Buffalostate.edu/danowner/ actionrsch. Html). accesssed on may 1st 2012

[35] Kustiati, *Teaching Vocabularyn by Using Jack Card Game an Action Research Given to the Tenth year of MAN Palopo,* (Unpublished Thesis STAIN, Palopo, 2011), P. 33

e. Self evaluative which is continue modification is evaluated in aught situation

f. In term research finding have poor external validity

g. Research and decision making is process by decentralizes and deregulation

h. Cooperative is in contemplation, performing, and evaluation

i. Action research develops empowerment, democracy, justice, and freedom

j. Applying theory in small-scale

k. Accentuating action approaching

l. Develop a model.[36]

3. The Importance of Action Research

There are several reasons why classroom action research is a need for teachers to improve the professional a teacher:

a. Classroom action research is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in his class. He become reflective and critical of what he his students do.

b. Classroom action research can improve the performance of teachers to be come professionals. Teachers are no lonnger are as a practical, who already feel satisfied with what is done for many years without any improvement and innovation. But also at researcher in its field.

c. By carrying out the stages in classroom action research, teachers are able to improve the learning process through a reviw in to what is what happens in class.

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[36] Dr. E. Mulyasa, *Menjadi Guru Profesional*, (cet.IV; Bandung: PT. Remaja Rosdakarya Offset, 2006). p.153-154.

Acts committed teachers solely based on the actual and factual issues that developed in its class.

d. By implementing classroom action research teachers to be creative because it is always required to make efforts in innovation as the implemrntation and adaptation to various theories and techniques of learning and teaching materials he uses.

e. Implementation of classroom action research in education and learning has a puspose to improve or enhance the practice of continuouslearning so that the quality of the results of intructional skills of teachers, improving the relevance, improving management efficiency and grow the culture of instructional research of teacher communities.

According to Cohen 7 Manion in Ambong Aco as quoted by kustiati, the functions of classroom action research, namely:

1) a tool to avercome the problems that were diagnosed in the classroom learning situations.

2) means in office training, quipping teachers with the skill and new methods and ancourage the emergence of self-awareness, especially through peer teaching.

3) tools to incorporate into the exicting system an additional or innovative theories.

4) atool for improving communication is usually worse among teachers and researcher,

5) tool the provide alternatives to theoryes that subjective, impressionistic toward problem solving class.[37]

4. The Steps in Doing Action Research

a. Planning

After making sure about the problem of the research, researher needs to make a preparation before doing an action researcher. The kinds of preparation can be seen are as follows:

1) The steps and the activities during the research.

2) Preparation for teaching facilities.

3) Prepation of data analysis during the research process.

4) Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

b. Action

Doing an action research is the main cycle of action research. These are followed by obsevation, interpretation and also the reflective activities. A research must be very careful in practicing the classroom research; he or she has to follow the procedure or action planning during the research.

c. Observation

In this step, a research have to obseve all events or activities during the research. Observation of usual step when are researcher is observing or assessing the decision

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[37] Kustiati, *Teaching Vocabularyn by Using Jack Card Game an Action Research Given to the Tenth year of MAN Palopo,* (Unpublished Thesis STAIN, Palopo, 2011), P. 35

of research during teaching learning process as the result of learning interaction among the learners.

d. Reflection

A reflection is an effort to inspect what has or has not been done, what has or not has not yet resulted after having an alternative action. The result of reflection is used to establish the next steps of the research. In order words, a reflection is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.[38]

During implementation classroom action research if the cycle has not shown sign of change towards improvement research activities continued in the second cycle and so on until the researcher was satisfied.

To achieve these objectives perform the classroom action research review process cyclical, which comprises four stages namely : planning, action, observation and reflecting as figure below:

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[38] Suharsini Arikunto, et .all, *Penelitian Tindakan Kelas* (Cet. ke-6: Jakarta: PT Bumi Aksara, 2008) P. 104
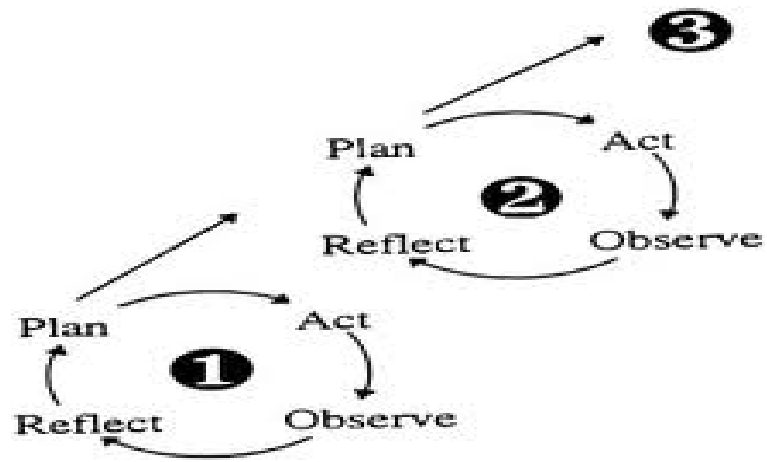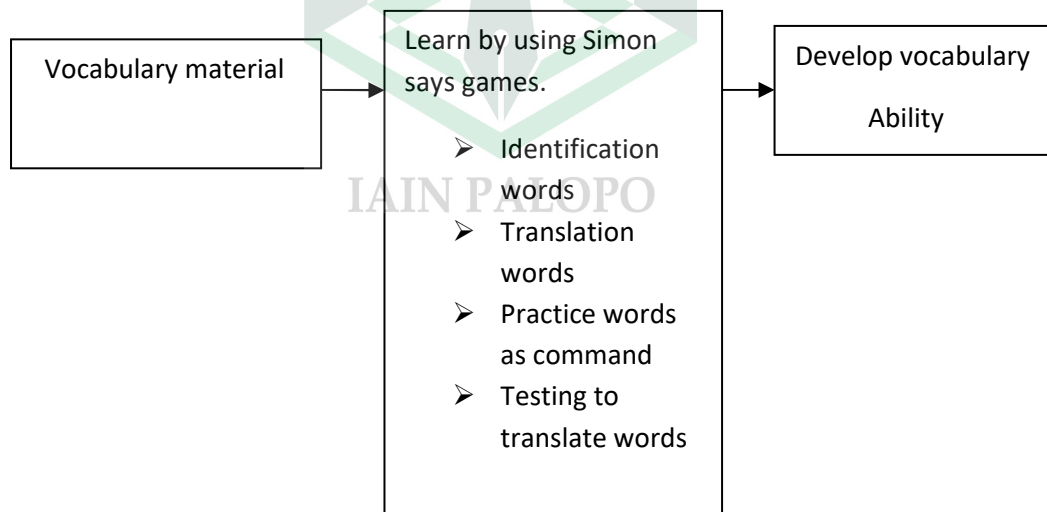
Figure 1: designed by ScienceDirect.com [39]

D. Conceptual Framework

In conceptual framework the researcher gave the material or identification some words, wrote down in the blackboard and translated those vocabularies. After that explained about Simon says game and how to play it. Thus the researcher gave simple command to practice words by using simple Simon says. Finally, to find out Simon says in vocabulary ability, the researcher gave test list of vocabulary to translate it, so the researcher could identify the students' vocabulary ability.

CHAPTER III

METHODOLOGY OF THE RESEARCH

1. Method

This research applied the Classroom Action Research method with using four stages, such as; planning, Implementation of Action, Observation, and Reflection.

2. Variables

There were two variables of the research namely independent and dependent variable

a. Simon Says games as independent variable

b. The students' vocabulary ability as the dependent variable

3. Setting and Subject of the Study

The researcher did her research in SDN 373 Batu Putih Cengkeh, it was located on Cengkeh street in Palopo. The subject of this Classroom action research was focused on the sixth years students class year B the first semester of academic year 2011/ 2012; the number of the students in this class was 22 students. The researcher chose the class B than class A from the interview an English teacher, Ikram S.Pd, he said that the students in class B had lower ability in vocabularies. so it forced researcher to applied a method that is called Simon says game to teach vocabulary. It

was assumed the method was appropriate to solve the problem and it was match to level the students.

4. Research Participant

The participants of research were:

a. English teacher

English teacher was a researcher in this research, where the English teacher applied Simon says games while teaching vocabulary in classroom

b. Students

The position of students in this research as subject of the research, the researcher hoped after researching the students could improve their vocabulary.

c. Partner and collaborator

The position of collaborator in research as a observer, the collaborator help the researcher to observe the students, so the researcher was able to know the students' condition in learning process and gave suggestion and solution to the problem for each cycle.

5. Instrument of Collecting Data

The instrument that used in collecting data of this action research was:

a. Vocabulary Test   : asking the students to find out the meaning verb

b. Observation : it was useful to observe the students' difficulties in memorizing vocabularies and their participation when using of Simon Says games in teaching vocabulary. Besides, it was applied to know the class situation during learning process.

6. Technique of Data Analysis

The data which collected in every observation each cycle was analyzed descriptive through percentage technique, and by describing the condition happen during the learning process.

a. Vocabulary test result : Students' score of vocabulary test was counted by using the formula, as follow:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 100$$

Calculating the mean score test by using the formula:

$$M_x = \frac{\sum X}{N}$$

Where:

M_x = Mean Score

$\sum X$ = Total Raw Score

N = Total Sample[1]

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[1] Anas Sudijono, *Pengantar Statistik Pendidikan,* Jakarta , PT Radjawali persada, 2009, P.82

b. Activities of students during the learning process: analyzed by considering the students' participation and the classified into very active, active, less active and not active classification.

c. Implementation of learning by using Simon Says games in teaching vocabulary by analyzing the successful level of implementation, then it categorized into excellent, very good, good, fairly good, fairly, fairly poor, and poor classification.

7. *Procedure of Collecting Data*

Cycle l

The first cycle in classroom based of the research consists: planning, acting, observation and reflecting

a. **Planning**

1). Making a lesson planed about the use of Simon says game in teaching vocabulary part of body and verbs

2). Classroom management numbers of students were 22, making the classroom was comfortable.

3). Preparing the list of vocabulary part of body and verb.

b. **Acting**

During the action the first, the researcher gave explanation about Simon says game definition and the rule to play it and giving them the command of this game,

then it was translated it in Indonesia so they would understand the command. Before starting games, the researcher as the teacher made list of vocabularies, and then helping them to know the meaning. In the first section of this game, the researcher was Simon to say the command. The second section invited one of students in front of class and asked him as Simon to give instruction for his friend. And the researcher gave punishment to the student who was wrong during playing this game.

c. **Observation**

There were some important things that had been observed, those were:

1) vocabulary test.

2) Students' participation during learning process.

3) Situation of learning and teaching proces

d. Reflecting

This classroom action research was success if some of the following requirements are fulfilled:

1) Most of the students have a good score in evaluation (vocabulary test) (70 %)

2) Most of the students' active in learning process (75%)

Cycle II

After doing the first cycle, there were still many weaknesses then based on the reflection, the researcher did the next cycle. Second cycle also consists of planning, acting, observation, and reflecting.

a. Planning

The research and partner made a lesson planed based on the result of reflection in the first cycle.

b. Acting

The teacher taught the students' vocabulary ability by using Simon says game based on the planning in the second cycle.

c. Observation

The research team (teacher and partner) did the observation through learning by using Simon says game.

d. **Reflecting**

This classroom action research was success if some of the following requirements are fulfilled:

1) Most of the students have a good score in evaluation (vocabulary test) (70 %)
2) Most of the students' active in learning process (75%)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:
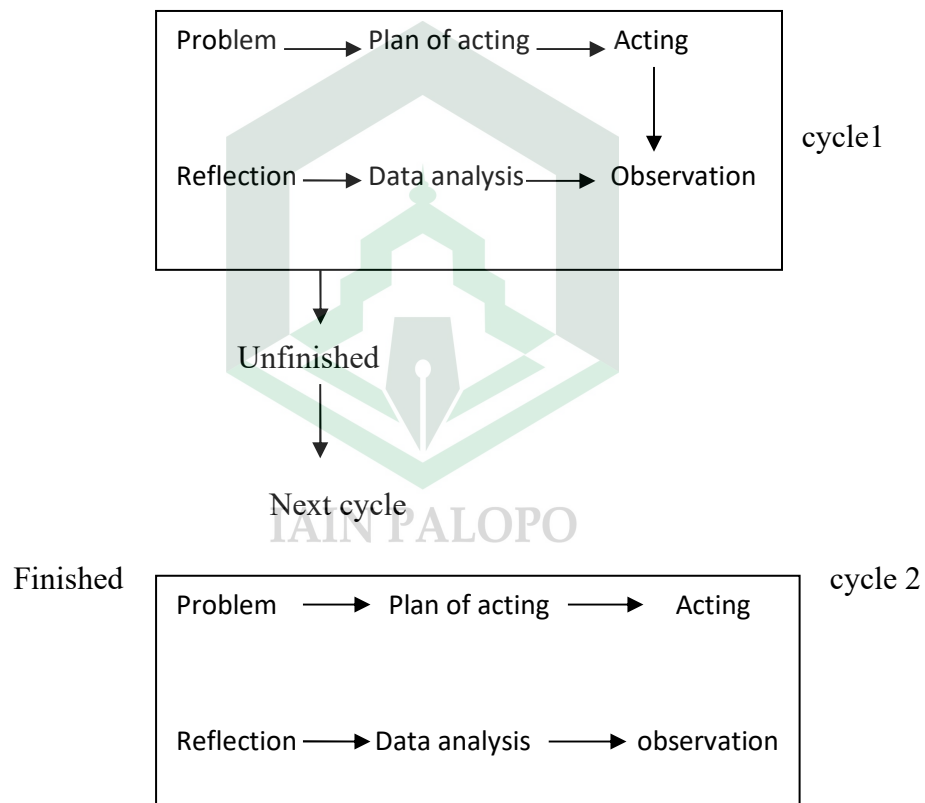
Cycle 1

The first cycle of this research based research consist of planning, acting, observation, and reflecting.

1. **Planning**

   To carry out the action research class required different tools that had been created and developed previously, namely: Lesson planed (RPP) about the use of Simon says game in teaching vocabulary. To make the good management in the classroom and learning process could be more effective, the researcher took 22 students to be the sample in order the game as one of English teaching methods got useful significance for the English teacher and the students. The vocabulary test would be used to know the students ability to translate the words.

2. **Acting**

   In this action the researcher asked the students one by one about vocabularies that they knew. After that the researcher gave them a list of vocabularies that they had to translate. The researcher also helped them to translate the words if they did not know the meaning of the vocabulary. In this action also, the researcher gave Simon game to the students. Before playing the game, the researcher explained about Simon says game and the rules of that game. Firstly, the researcher would be a Simon to give command as a sample, and then invited one student to be a Simon also as a leader. If the students were wrong to practice Simon's command they would get punishment, and the punishment was singing.

During playing of the game, almost of students were still appeared confuse to practice the command, most of them were still confuse how to distinguish the command that must be done or not. Even though leader gave command without saying '' Simple Simon says" but they did the command. Besides, the students could not practice the command directly but they need few second to understand it. The classroom sit

3. **Observation**

In the first cycle the learning situation was still not conducive because they were little bit noisy when the researcher explained in front of class, and there were some students from the other class who join in learning process but they just disturbed the students so that the class was crowded where the researcher applied the method. Besides that the students were still confused about Simon says game. Therefore they could not practice Simon command directly .besides, the students needed few minutes to know what Simon commanded.

Figure 2 Cycle 1: the class condition was not conducive and they were still confused about Simon says game

a. Evaluation on students' vocabulary showed that the students' mastery on vocabulary were mostly in low scores. The mean score was only 54.77(see table 1).

Table 1: The Result of the Test in Cycle 1

No.	Students Name	Score
1	Students 1	60
2	Students 2	50
3	Students 3	50
4	Students 4	60
5	Students 5	35
6	Students 6	60
7	Students 7	50
8	Students 8	50
9	Students 9	70
10	Students 10	50
11	Students 11	60
12	Students 12	60
13	Students 13	60
14	Students 14	70
15	Students 15	60

16	Students 16	70
17	Students 17	50
18	Students 18	50
19	Students 19	30
20	Students 20	40
21	Students 21	70
22	Students 22	50
	Mean Score	54.77

The result calculation of mean score students' vocabulary test in cycle 1

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{1205}{22}$$

$$M_x = 54.77$$

Where:

M_x = Mean Score

N = Amount of Students

$\sum x$ = The Raw of Score

Chart 1: Chart result of the test in cycle 1

Cycle 1 Score
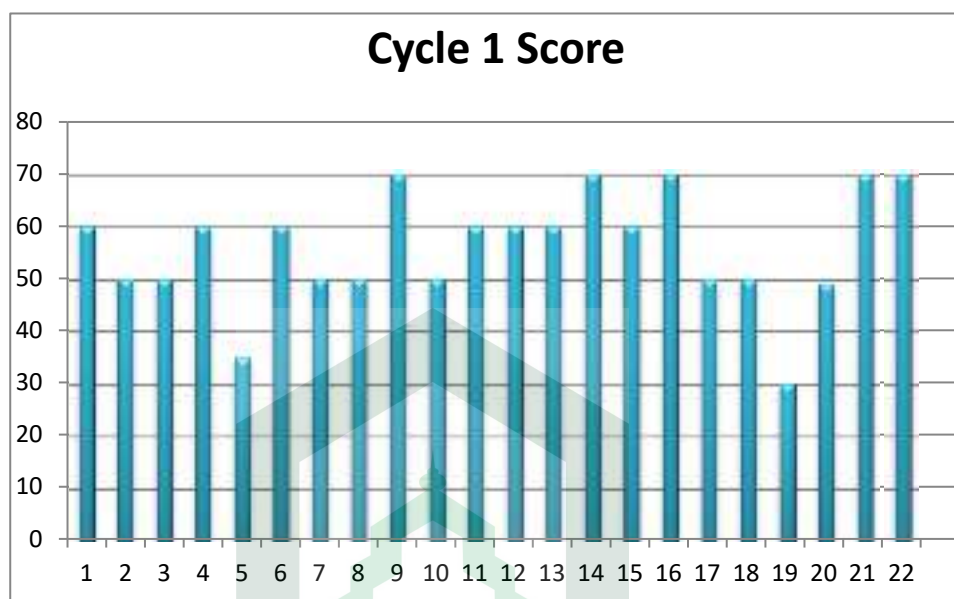
Table 2: The rate percentage of students' score in the first cycle

Classification	Score	Frequency	Percentage
Excellent	9 – 10	-	-
Very good	8 – 9	-	-
Good	7 – 8	-	-
Fairly good	6– 7	4	18.18%
Fairly	5 – 6	7	31.81%
Fairly poor	3 – 5	11	50%
Poor	0 – 3	-	-

The table above shows that no students in the first cycle got "excellent ". (0%) "Very good", (0%) and "good" classification, There were only 4 students (18.18%) got "fairly good", 7 students (3.18%) got "fairly", and 11 students (50%) got fairly "poor". no students (0%) got "poor". From the result above the researcher could conclude that students' mastery in vocabulary were still low in the first cycle.

b. The result of the observation on students' activities during the teaching and learning process. The mean score was 59% it can be seen in table below.

Table 3: The Students Participation in Cycle 1

No.	Students Name	STUDENTS PARTICIPATION			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	Students 1		■		
2	Students 2				
3	Students 3		■		
4	Students 4			■	
5	Students 5		■		
6	Students 6			■	
7	Students 7			■	
8	Students 8		■		
9	Students 9				■
10	Students 10	■			
11	Students 11			■	
12	Students 12				
13	Students 13		■		
14	Students 14				■
15	Students 15	■		■	
16	Students 16				■
17	Students 17			■	
18	Students 18			■	
19	Students 19		■		

20	Students 20				
21	Students 21				
22	Students 22				
		2	**7**	**9**	**4**

Chart 2: The Students Participation in Cycle 1

CYCLE 1 OBSERVATION
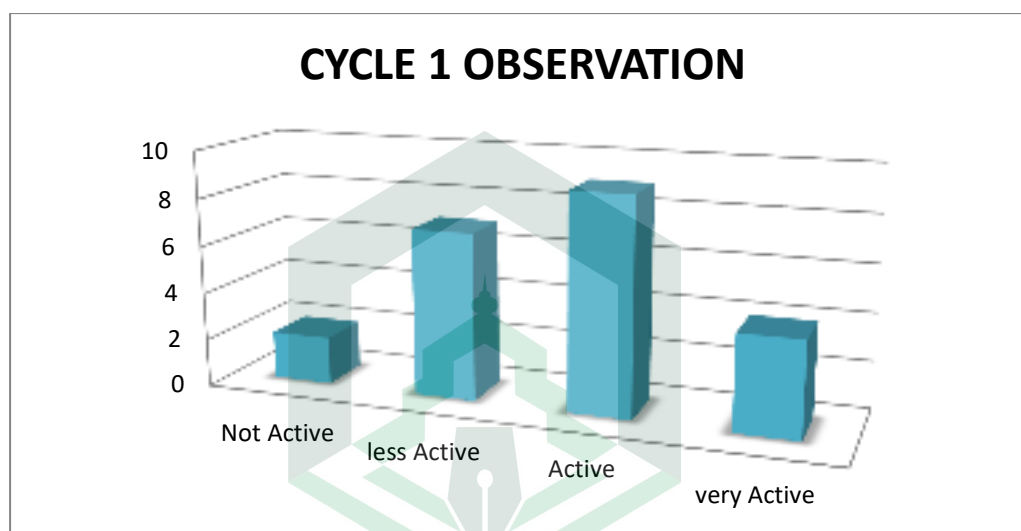
4. **Reflecting**

There were still significant weaknesses in the first cycle namely. Most of students were still not familiar with the learning by using Simon says game, they never heard about this game before. They still confuse with the rules of this game even though the researcher had explained. The students' participation during learning process was low, only 9 students active, 4 students very active, 7 students less active and no students 2 not active. The students' active in class only 59% and the evaluation mean score was only 54.77%, it means that the result in the first cycle was still low.

After making observation in the first cycle, the researcher concluded that learning process was still not effective. Most of the students did not pay attention and followed the learning process optimally; some of students just disturb their friends. After doing interview, they said that their friends did not follow learning process optimally because the researcher was not their teacher. It was challenged for researcher to develop teaching technique hopefully they were interest in learning process.

In the first cycle, giving explanation to students that even though the researcher was not their teacher this learning was useful to increase their ability, especially in vocabulary. Some example words that wrong in translating by students were shake hands '' tepuk tangan", hand" rambut" ear"mata" stomach"wajah". Beside, the researcher gave more attention to students by asking them one by one to write and translate vocabulary in the blackboard, in order that all students were active during learning process and also it could built students' confidence to stand up in front of their friends. In addition, the way to train students in understanding vocabulary, sometimes there were students from the other class stand up in front of classroom which researcher applied the method, while learning process, they were only disturb and making noisy, to overcome it the researcher closed the door.

Cycle 2

After doing observation in the first cycle, there were still weaknesses in this cycle, in order to decrease it and to keep successful in the first cycle. Then in the second cycle was planned as follows:

1. **Planning**

The planning in the second cycle as follows:

a. Setting the classroom to create learning process better.

b. Giving motivation to the students in order to be active in learning process.

c. Telling their scores they got in the first score, and motivating students who get low score to increase their score.

d. Giving more intensive guidance to the students in order to understand the meaning and pronounce the vocabulary correctly

2. **Acting**

In this action the students' sit position changed into other position, which was around. The researcher thought that in general position the students who sit behind sometimes just playful. On the contrary in around position all students sat in front of and it was easy for researcher to attention them during learning process. Like in the first cycle the researcher gave new list vocabularies to the students and asked them to translate it. In order to be active in learning processed, in this cycle the researcher formed some groups; in order all students could be more active. Then the researcher asked to the students to play Simon game in a group.

Group I	Group II
Simon says "Touch your hair"	Touch your book
Put your book on the table	Simon says "Touch your cheek"
Touch your ear	Simon says "Point the floor"
Simon says "Point the window"	Touch your friend
Close your eyes	stand up please

Group III	Group IV
Simon says "Shake hands"	Simon says "Show your elbow"
Simon says "Open your book"	Simon says "Smile please"
Simon says "Close your book"	Simon says "look to the right"
Claps your hands	Hands up
Look to the left	touch your eyes

The first group was loss and finally fourth group as the best group they became winner, because they could practice all the Simon's command well, while the second and the third groups misunderstood some command. In this cycle the students need not much time to practice the command.

3. Observation

a. In the second cycle the class had been better and exiting. The students looked enjoyed in learning vocabularies by using Simon say game. They were more active in class during game. They could be focused in learning process when they practiced within the group by using of this game.

Figure 3 Cycle 2: Students had active   ***figure 4 Cycle 2: Students enjoyed in***
during learning process   ***playing Simon says game***

b. Evaluation on students' vocabulary showed that the students mastery on vocabulary were mostly in good scores. The mean score was 83.18 it can be seen in the table 3.

Table 4: The Result of the Test in Cycle 2

No.	Students Name	Score
1	Students1	90
2	Students 2	75
3	Students 3	90
4	Students 4	90
5	Students 5	90
6	Students 6	75
7	Students 7	75
8	Students 8	80
9	Students 9	90
10	Students 10	85
11	Students 11	70
12	Students 12	90
13	Students 13	80
14	Students 14	95
15	Students 15	75
16	Students 16	80
17	Students 17	80
18	Students 18	85

19	Students 19	90
20	Students 20	80
21	Students 21	90
22	Students 22	75
	Mean Score	83.18

The result calculation of mean score students' vocabulary test in cycle 2

$$M_x = \frac{\sum x}{N}$$
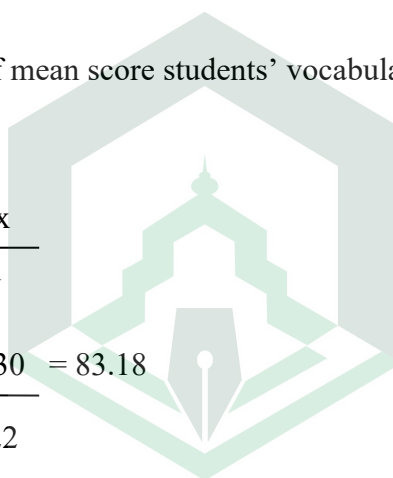
$$M_x = \frac{1830}{22} = 83.18$$

Where:

M_x = Mean Score

N = Amount of Students

$\sum x$ = The Raw of Score

Chart 3: The Result in Cycle 2
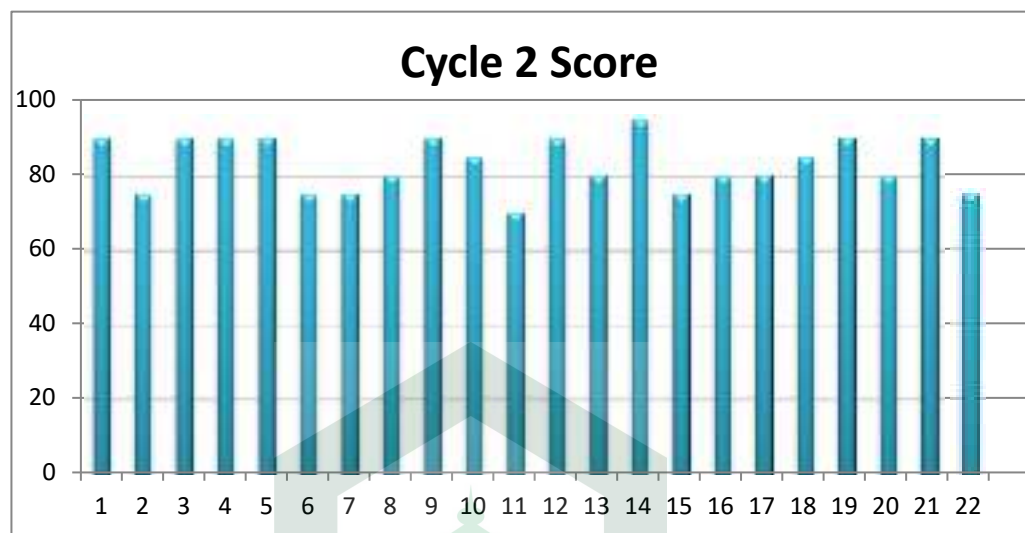
Cycle 2 Score

Table 5: The rate percentage of students' score in the second cycle

Classification	Score	Frequency	Percentage
Excellent	9 – 10	1	4.5%
Very good	8 – 9	10	45%
Good	7 – 8	10	45%
Fairly good	6– 7	1	4.5%
Fairly	5 – 6	-	-
Fairly poor	3 – 5	-	-
Poor	0 – 3	-	-

The table above shows that there was only 1 students who got excellent student (4.5%) got "excellent ", 10 (45%) students got "very good", 10 students (45%) got "good", there was 1 students (4.5%) got "fairly good", no one (0%) got "fairly and Poor classification. From the result above the students' mastery in vocabularies had fulfilled the criteria succeed classification of this research.

c. The result of observation on students' activities during teaching and learning Process can be seen in the table below

Table 6: The Students' Participation in Cycle 2

No.	Students Name	STUDENTS PARTICIPATION			
		NOT ACTIVE	LESS ACTIVE	ACTIVE	VERY ACTIVE
1	Students 1			■	
2	Students 2		■		
3	Students 3				■
4	Students 4			■	
5	Students 5				■
6	Students 6			■	
7	Students 7			■	
8	Students 8		■		
9	Students 9				■
10	Students 10		■		
11	Students 11			■	
12	Students 12				■
13	Students 13			■	
14	Students 14				■
15	Students 15			■	
16	Students 16				■
17	Students 17			■	
18	Students 18			■	
19	Students 19		■		
20	Students 20		■		

21	Students 21				
22	Students 22				
			5	**10**	**7**

Diagram 4: The Students' Participation in Cycle 2

CYCLE 2 OBSERVATION
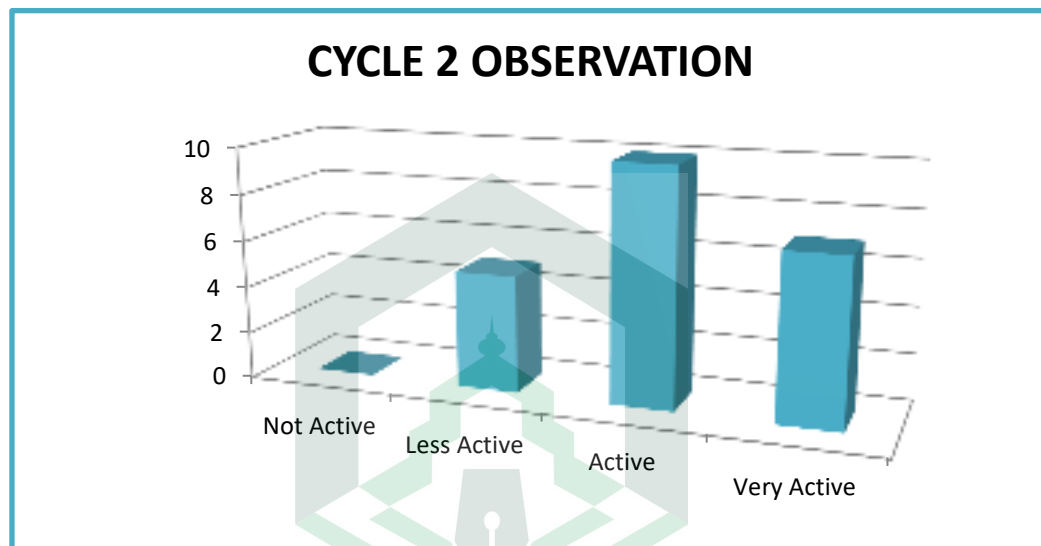
4. **Reflecting**

Some successful points in the second cycle namely: most of students more easily in memorizing vocabularies, even though they found new words. The students had been familiar with this game. More of students active in learning activities, 10 students active, 7 students very active, 5 students less active, and no students not active. The students the students active in learning process 77 % and the ideal mean score had achieved 83.18.

From the result above the researcher concluded that one of the best ways in teaching vocabulary is by using Simon says games because the students would be more enjoyable during learning process. As Ileana Schemer, owner Goddard School of North Brunswick said that using Simon says games was the power of play". The more they have, the more they learn. During playing of this game the students did not feel that they were memorizing vocabulary because after identifying vocabularies they practiced the words directly. So it would be easier for students to remember it although the vocabularies were unfamiliar for them.

B. Discussion

By considering the findings, the researcher presents the discussion of data given to the students, the section described students' improvement in teaching vocbulary through Simon says game and the effective ways in teaching vocabulary by using Simon says game. The students of 373 Batu Putih Cengkeh was lower in the first cycle than the second cycle. It could be identified from the result cycle 1 and cycle 2. Simon says games was effective in teaching vocabulary at the sixth year students of SDN 373 Batu Putih Cengkeh.

The improvement of students' vocabulary ability through Simon says game in the case, the researcher discuses the result of the data analysis in accordance with the scope of the research. The discussion is intended to know the students' improvement in vocabulary by using Simon says game and the effective ways in teaching

vocabulary by the game. The students practice the words based on the command that given by leader of the game.

Using Simon says game was hoped could improve students' vocabulary, in learning process the researcher gave explanation how to play of the game after writing list of vocabularies to be translated, as preparation words for playing the game. The example of game is "Simon says touch your eyes, claps your hands". And the researcher or the leader of the game gave command to practice the words.

Before starting research in the first cycle the researcher found out about students' vocabulary by asking their English teacher, from the interview the researcher got information that the students' vocabulary ability class B was lower than class A. So the researcher decided to apply the method at class B, making some planning namely lesson planed (RPP) about the use of Simon says game in teaching vocabulary as the guide for the researcher during teaching at classroom using the method. To make the good management in the classroom and learning process could be more effective, the researcher took 22 students to be the sample in order the game as one of English teaching methods got useful significance for the English teacher and the students, the vocabulary test to know the students' ability to translate the words after using the game in learning process. From the result of vocabulary test, the researcher could decide to continue the next cycle or not.

In the first meeting of this cycle, the researcher did not apply the method directly but only introduction to students hopefully between the researcher and students could be built close relation, asking students one by one to introduce themselves in front of classroom by telling about their hobbies, ideas and many others about them. And in the last meeting, the researcher informed to students about method that would be applied in their learning process during the research.

In the second meeting of this action, the researcher asked students one by one about vocabularies that they knew, to measure the students' ability and stimulate them in leaning vocabulary. After that the researcher gave them a list of vocabularies that they had to translate. The researcher also helped them to translate the words if they did not know the meaning of the vocabulary. Giving explanation how to look up the meaning of words in dictionary because almost of students were still confuse to use it well. In this section the researcher had used game as method to teach vocabulary that was Simon says game, before playing the game, the researcher explained about Simon says game and the rules of that game. Because it was the first time for students playing Simon says game so they must be informed all about the game, in order that they could participate in the game well.

Firstly, the researcher would be a Simon to give command as a sample for few minutes and then invited one student to be a Simon also as a leader, giving command to his friends. If the students were wrong to practice Simon's command they would get punishment, and the punishment was singing. Because almost of

students like singing and there some students who wrong in practicing the command. The students also still need few minute to know the command because they could not distinguish the command that must be done or not and also sometimes they did not know the meaning words used as command. During learning process the researcher and partner observed the students' activity to know their attitude towards learning by using game.

The observation in this cycle, the researcher knew that classroom situation was still not conducive because the students were little bit of noisy when researcher explained material in front of class. And also there were some students from other who join in class which researcher applied method but they just made situation more crowded. Based on observation activity made researcher and observer in the first cycle. It was found some weakness in teaching, they were: a)The class situation was not effective during playing game, the students still crowded in classroom, they disturb each other students, beside that they did not pay attention to the researcher's explanation. b) Most of students were still not familiar with the learning by using Simon says game, it was caused by this game never used in their learning process, and they had never been presented that game. c) Most of students were still confused with the rules of game, eventhough the researcher had explained. In the first cycle the students had not been able to practice this game well. d) Some students did not know the meaning of the vocabularies mentioned as the command of Simon says game. The students have poor ability in vocabularies, so they did not know the meaning of word that researcher given. e) The evaluation mean score was 54, 77, it means that the

students' scores in the first cycle were still low because almost students had poor ability in vocabularies skill.

The instruments of this research, the researcher used vocabulary test and observation, the vocabulary test to find out students' improvement after using Simon says game in learning process. And also observation was useful to observe the students' difficulties in memorizing vocabularies and their participation when using of Simon Says games in teaching vocabulary. Besides, it was applied to know the class situation during learning process.

Based on the analysis from the students' test in the cycle 1, the rate percentage of students' score in this cycle which there was only 1 students who got excellent student (4.5%) got "excellent ", 10 (45%) students got "very good", 10 students (45%) got "good", there was 1 students (4.5%) got "fairly good", no one (0%) got "fairly and Poor classification. The mean score of test in the first score was 54.77. It means under low by the standard score. So the students' score of the test in second cycle must be increased and the result of observation during learning process, the researcher concluded that learning vocabulary through Simon says game was still low, so the researcher did second cycle and must be increased some aspect in the next cycle, especially in students' vocabulary skill.

The students' attitude in learning vocabulary through Simon says game relating to the data analysis based on the observation, the researcher present the

students' attitude in learning vocabulary in cycle 1 was low interest. And relation to the observation sheet of students' participation in learning vocabulary by using Simon says game in the first cycle; it was found that there were 4 students *very active*, and the percentage reached 18.18%. The *active* students were 9, and the percentage reached 40.90%. The *less active* students were 7, and the percentage reached 31.81%. And there were 2 students who were not active and the percentage 9.09%. The mean of students participation was 59%, to reach the criteria of success was determined 75%. It means that the criteria of success had not been reached in the first cycle.

In the fact, from the result of students' activities in the first cycle many students still confuse to practice the game, especially for practicing new vocabularies and they also must obey the role of the game, Beside that the strategy unfamiliar for them during learning process in their school. The average scores that students got in the first cycle had not reached the criteria of success in working indicator.

There were still significant weaknesses in the first cycle namely. Most of students were still not familiar with the learning by using Simon says game, they never heard about this game before. They still confuse with the rules of this game even though the researcher had explained in front of class for few times. After making observation in this cycle the researcher concluded that the learning was still not effective because most of them did not pay attention and followed the learning process optimally, some of students just disturb their friends and make classroom

situation be crowded. After doing interview, they said that their friends did not follow learning process optimally because the researcher was not their teacher. It was challenged for researcher to develop teaching technique hopefully they were interest in learning process. So the students could enjoy following the learning.

The researcher gave explanation to students that the learning was useful to increase their ability especially in vocabulary, even though the researcher was not their teacher but they must study seriously. After applying method in teaching vocabulary the researcher gave test, the students asked to translate list of vocabulary that given to them, there were some words that wrong in translating by students. In the next meeting the researcher gave more attention to students than previously meeting by asking them one by one to write and translate vocabulary in the blackboard, the way could build students' confidence to stand up in front of their friends and also train the students in understanding vocabulary.

The researcher closed the door during learning process based on the experience sometimes there were some students who stand up in front of classroom because they were curious of the method that used to teach vocabulary, they just disturb and making noisy. Based on the result of observation made by observer to activities, the researcher concluded that the students' vocabulary in the first cycle had not improved through Simon says game.

The problem in the first cycle attracted the researcher to continue to the next cycle in the second cycle, the researcher observed the students more intense and did new plans in the second cycle namely: a) Setting the classroom to create learning process

better, such as rearranged the students' position so, all students sat in front of and it was easy for the researcher to attention them, because in the first cycle the students' sit position as usually hence, the students who sit behind they just playful or disturb their others friends without care of researcher' explanation. b) Giving motivation to the students in order to be active in learning process, by explaining about the importance vocabulary in learning foreign language moreover English as international language, it has important role in this globalization era. In addition, informing to students that there was some person got scholarship to go aboard because of mastery English. c) Telling their scores they got in the first cycle and motivating students who got low score to increase their score in the second cycle. d) Giving more intensive guidance to the students by looking up the meaning of words in dictionary and spell it, in order that they could understand the meaning and pronounce the vocabulary correctly. In the first cycle almost students still confuse about material therefore in the second cycle, the researcher gave more explanation about the material, so the students' score in second cycle must be increased.

In the second cycle made students to be more active in the class during playing the game, the researcher did efforts as improvement based on observation in the first cycle. Like forming groups, there were fourth groups and each group must practice the game in front of classroom. The punishment was like in the first cycle because they loved to sing, every students were active played the game in their each group. If they were still confuse how to play the game, the researcher gave more explanation and guidance to the students for understanding and practiced command that giving by

their friends. Sometimes the researcher gave some clue if the students did not know meaning of command. Like in the first cycle the researcher gave new list vocabularies to the students and asked them to translate it as preparation words to play the game.

In observation activities in the second cycle, observing the learning activity about situation class and students' activity during learning process by using Simon says game. The students was increasing they were not shy to stand up and practice the words in front of their friends. The condition in classroom more conducive than the first cycle, there were not students from the other class who join because the researcher closed the door during learning process in this cycle.

To solve the problem in the first cycle, the researcher planned to fix the lack, in the second cycle by giving students different technique to get maximal score based on success characteristic that had been decide before. Students' vocabularies in the second cycle had been improved than the first cycle. It indicated that after giving the reflection based on the observation in the second cycle, the students had better achievement therefore the researcher had known in the application of effective joy ways in teaching vocabularies by using Simon says game. The students were focused and enjoy in learning process, they were easier in understanding word.

The students score in second cycle were still varieties based on the test but it had improved than the first cycle, because the score success characteristic had been achieved 83.18, which there was only 1 students who got excellent student (4.5%)

got "excellent ", 10 (45%) students got "very good", 10 students (45%) got "good", there was 1 students (4.5%) got "fairly good", no one (0%) got "fairly and Poor classification.

Meanwhile the students' participate in learning vocabularies through Simon says game relating to the data analysis based on the observation during learning process in the second cycle. Percentage students participation in the second cycle were still varieties too, which there were 7 students very active, the percentage reached 31.81%. The active students were 10, and the percentage reached 45.45%. The less active students were 5, and the percentage reached 22.72%. And no students who were not active, the percentage 0%. The mean percentage of students' participation in the second cycle was 77%, and the mean score of students test in the second cycle was 83.18. It means fulfilling standard, so the students' score of test in second cycle was increasing and based on result the observation the students' participant the researcher concluded that learning vocabulary by using Simon says game was good for students.

Based on the result the students had been better achievement in vocabulary skill besides that the students' enthusiasm in the learning was increased.The researcher had known in the application of effective way in teaching vocabulary by using Simon says game, The students were fun and enjoyed in the class. The students were easier to memorize the words.

The result of mean score in the0 first and second cycles as the chart below:
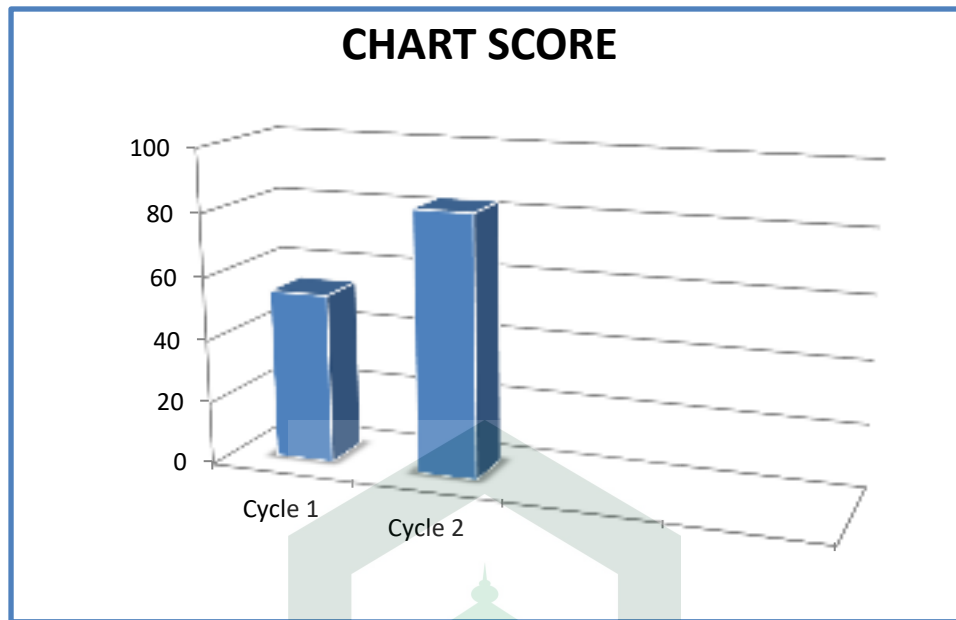
The students' participation in the first and the second cycle as the chart below:
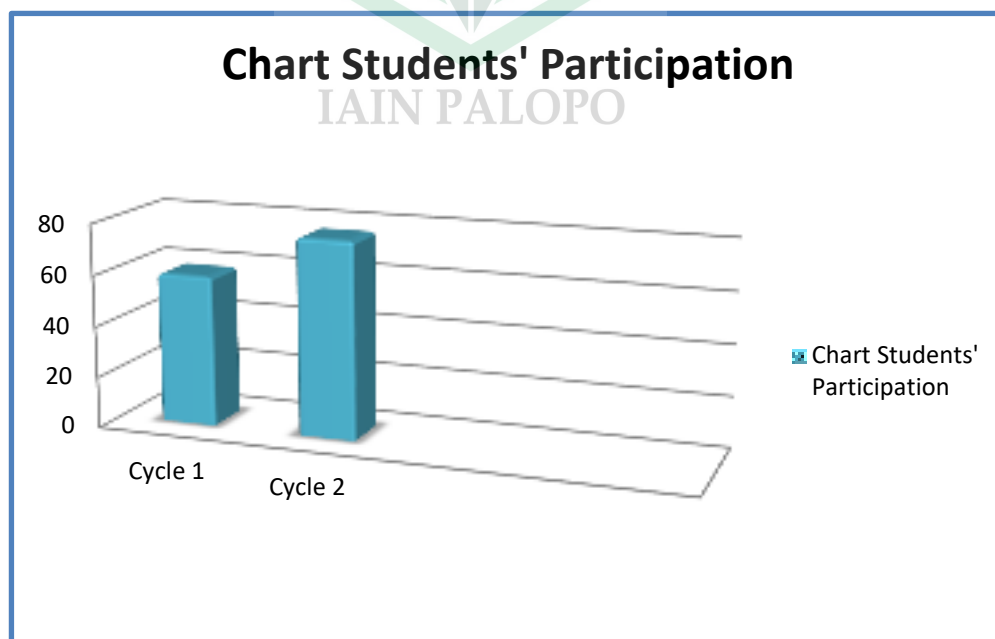
Based on the result above the researcher concluded that the effective ways in teaching vocabulary was using game. The English instruction in elementary school is intended to endorse the mastery and development of the four basic abilities and skills. Those are reading, writing, speaking and listening as reflected in abilities and skill concerning language use so that the students are able to express simple expression with emphasis our vocabulary mastery in order to avoid to vocabulary infraction and attain better out comes, the teacher should choose an appropriate teaching method, which is suitable with subject matter in teaching learning process. The need to use various instructional media will be able to help students to increase their English vocabulary.

Learning a new language should be fun, interactive and exciting, the use games in learning environment will not only change the dynamic of class, but it will help the brain to learn more effectively. The more exciting and interactive a teacher can make the learning environment. The more a teacher tries to introduce games activities, the more a teacher change shape and manipulates both the language and the environment the better circumstances. Games allow students to work cooperatively, complete each other think in a different way, and productive environment.

Game is an activity that be done based on some arrangement. The children play a game because they are happy. The children study with a game when they

played each other; they interact with each other, skill of speak can be improved, especially gather and speaking. [1]

There are some benefits if we use games in teaching vocabulary:

a. They are great fun and provide to practice in amusing context.

b. More enjoyable

c. More interesting

d. The students feel cheerful

e. Communicative

f. Reinforcing social skill

g. Increasing the motivation of the learners.

h. More valuable.[2]

Therefore, there is some assumption about language learning that should be considered when teaching English to children. The assumption below different sources (Larsen Freeman, Mackey, Richard and Rogers) as quoted by Ag. Bambang Setiyadi.

1. Learning should be fun and natural for children. In order for them to be successful in learning target language, there must be absence of stress. Children are believed or not to learn language forms directly, commons are believed to helpful for children interpret meanings.

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[1] Kasihani K.E Suyanto , *English for Young learners, (*Cet. 1. Jakarta, PT Bumi Aksara, 2007) p.117

[2] Sartina , *Improving English Vocabulary Through Logico Game at the Sixth Year Students of Elementary School of 20 Cimpu,* (Palopo: STAIN Palopo) unpublished thesis *S1* 2011, p.26 ,

2. The language should be first presented through sounds, not written symbols. After children can produce the sounds with the truth, they may begin to read the symbols in target language.

3. Children more sensitive to anything that touches the senses, they read easily to physical object.

4. Meaning should be made perceptible through concrete object or by the presentation of experience.

5. The idea that teaching should start from what the students already know in order to encourage association process seems to favor children.[3]

However learning English vocabulary using games has an importance role for elementary teacher and students. The first, as students they have strong and good motivation to deepen English language. The second they are easy to accept the English language because they learn by playing games that nowadays has been grown. and one of the games is Simon says game.

The students' vocabularies skill could be improved by using game in learning process because it creates more enjoyable situation in learning and every activities took place naturally.

This study is relevant to the Basri's study about improving students' vocabulary through letter game at Pesantren Modern Datok Sulaiman Putri Palopo. He found that there was significant improvement on vocabulary at the second class

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[3] A.g Bambang Setiyadi , *Learning English as Foreign Language*, (Jakarta : Graha Ilmu) ,p.179-178

after letter game conducted. It can be seen on the result students' score in pre-test where highest score was 6 and lowest score was 2,5 but after giving treatment by using letter game the students' score in post-test had improve where highest score was 10 and the lowest score 7,5.Toward letter game students gave positive respond and enjoy in learning vocabulary. [4]

Therefore Muhammad Agus Salim El-Bahri in his article chooses game as educational media for teaching children. He also said" games make learning fun so your class and children are willing participants. Commonly the way of teaching make students are lazy and bored. Teacher needs something different to make students interested, mostly students they are easy to get bored, therefore teacher needs something interesting that can motivate them. It is based on the characteristic and attitude of children that they are curious and often seek something that teacher notices them and shows appreciation for what they are doing. So, to motivate them teacher needs something new that can stimulate their curiosity. With the current analysis on communication in teaching language, using games appears to hold a solution for many teachers.''[5]

The research also supported by Ghada Shari in her article "*using games in teaching vocabulary*" she said that the role games in teaching and vocabulary cannot be denied. However in order to achieve the most from vocabulary games, it is

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[4] Basri, *improving vocabulary through letter game at the eight year students of Pesantren Modern Datok Sulaiman Putri Palopo*,(Palopo: STAIN Palopo),Unpublished Thesis S1, 2009, P.54

[5]Muhammad agus salim el-bahri, at http//www.scribd.com/doc/*teaching-english-vocabulary-using- games*, an article internet available online, accessed on 23rd April 2012.

important that suitable games are chosen. Whenever a game is to be conducted, the number students' proficiency level, learning topic and classroom setting are factors should be taken into account.[6] So English teacher should be selective chose a game as media educational for using in learning and teaching process, the game must proper for their students, in order that the goal of learning can be achieved.

Learning vocabulary through games is one of effective and interesting ways that can be applied in any classroom. Because games are used not only for more fun, but more importantly, for the useful presenting, practice and review of vocabulary to improve the learner's communicative competence. However learning English vocabulary using game has importance role for elementary teachers and students.

Simon says game is one of games that very proper to be applied in elementary school the others have to carry them out; the trick is that they must only obey commands that are preceded by 'Simon says . To focus attention on its use for vocabulary teaching, one technique might be to teach the parts of the face or action verb: Touch your eyebrows'; 'Touch your cheeks'; 'Simon says touch your nose'. The teacher introduces the vocabulary needed, and the students carry out the actions; in due course the students may take over the ordering role. They are reacting to the new vocabulary with physical movements; they are doing something that will help them to remember the words. On a much larger scale, this is the basic

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[6] Ghada Sari "Using *Games For Teaching Vocabulary* "An Article The internet Available Online, accessed on15[th] May 2012.

idea behind the teaching method called 'total physical response'. Obviously, only a certain range of vocabulary can be introduced and practice, The most complicated command in the game but it is not proper for elementary level because it is rather difficult for them to understand the command because one player says I'm touching my elbow' at the same time touching some other part of his or her anatomy, say the knee; the second player has to reply I'm touching my knee' at the same time touching his or her elbow. This variant can only be done at very advanced levels, but in all variations of 'Simon Says' the students can be required to make active, meaningful use of new vocabulary immediately,

The game in which one person gives commands, It can enrich students' vocabulary because they mention vocabularies and practice it directly, they more fun to memorize every words. Beside that Simon says game is not only improve students' vocabulary but also to train their concentration because the command should only be followed with phrase (Simon says) for example "Simon says point the door" if the command without phrase for example " open your book" and the students follow the instruction it is means that they are wrong. It is ability the students' concentration to distinguish between valid and invalid command.

The effective ways in teaching vocabulary by using Simon says game namely: a) the teacher should chose the material based on the students' proficiency, in order that they could follow the learning process well. b) the teacher should prepare and identify the vocabularies as command that proper for students' level, in order that all

students were easier to join in playing the game, c) the leader who giving command must speak loudly, so all participant could listen to his command, d) arranging students' sit position to be around in order that all students sat in front of and the teacher or leader of the game would be easier to know the students who wrong in practicing all command, e) making some groups, so all students were active because all students practiced the game in their group and the teacher was easier to attention them, f) the classroom situation were little bit of noisy during playing the game. It could make other students curious and join in class, this condition sometimes only disturb. So it would be effective if teacher closed the door during playing game.
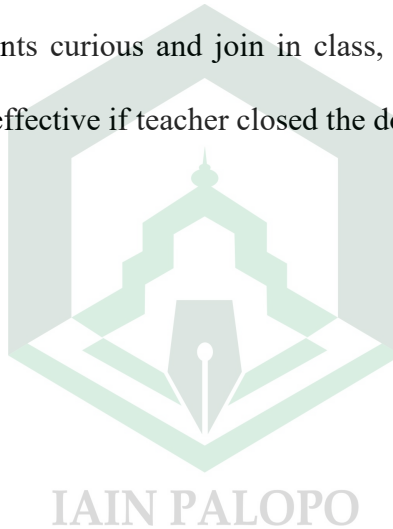
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having finished the researcher concluded that the effective ways in teaching vocabulary by using Simon says game namely: a) the teacher should choose the material based on the students' proficiency, b) the teacher should prepare and identify the vocabularies as command that proper for students' level, c) the leader who giving command must speak loudly ,d) arranging students' sit position to be around, e) making some groups, f) the classroom situation will be little bit of noisy during playing the game. It can make other students curious and join in class, this condition sometimes only disturb. So it will effective if teacher close the door during playing game.

B. Suggestions

Related to the conclusion above, researcher gives some suggestions as follows:

1. Teacher

In learning process an English teacher should be more creative in giving an appropriate strategy to the students which can make them relax and enjoy getting the material and also the teacher should make the classroom situation to be fun. One of ways is by using game.

2. Students

In memorizing vocabularies the students should not use the general method that is memorizing word one by one but they can use other ways for example by using game, they are not only playing for fun but also learning.

3. Other Researcher

This research is hoped can be model for other researcher who interested in continuing this research and to employ this research result as the compare material and first information.

IAIN PALOPO

LIST OF TABLES

LIST OF CHART

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN
MATA PELAJARAN BAHASA INGGRIS
KELAS/SEMESTER   : VI B / GANJIL
TAHUN PELAJARAN   : 2012-2013

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VI B / I

Cycle /Pertemuan Ke-   : 1/2-3

Aspek Skill   : Vocabulary

Alokasi Waktu   : 2 x 45

Standar Kompetensi   : Mengenal kosa kata yang termasuk kata kerja (action verb)

Kompetensi Dasar   : Melafalkan secara baik dan benar dan mengerti arti kata tersebut serta mampu menggunakannya dalam kalimat

Indikator   :Menguraikan kosa kata verb (kata kerja)

I. TUJUAN PEMBELAJARAN

   Pada akhir pembelajaran, siswa diharapkan dapat:

* Memahami kosa kata verb

* Menyebutkan serta memahami pelafalannya dan menuliskan kosa kata tersebut dengan baik serta mengetahui artinya

II. MATERI POKOK

   * kosa kata action verb : run, sit down, point, look, stand up, put, touch, jump

III. METODE PEMBELAJARAN

   * Meminta siswa mengartikan verb yang di gunakan sesuai dalam Simon says games

   * Mengajak siswa untuk memperaktikan verb sesuai perintah dalam Simon says games

III. LANGKAH-LANGKAH PEMBELAJARAN

   Kegiatan awal

      a. Menanyakan kabar siswa

      b. Memberikan Motivasi kepada siswa

      c. penjelasan tentang topik yang akan dibahas dan kompetensi yang akan dicapai

   Kegiatan Inti

      a. pengenalan dan penjelasan tentang Simon says game (aturan dalam permainan)

      b. mengidentifikasi kata – kata kerja yang termasuk dalam action verb

      c. mengartikan kosa kata (action verb) dan kalimat yang digunakan dalam permainan

d. memberikan contoh penggunaan action verb dalam permainan Simon says game

e. memperaktekan Simon says game.

Kegiatan akhir

a. Menanyakan kesulitan siswa

b. Menyimpulkan materi

Sumber belajar

- Buku Dasar-Dasar Penguasaan Bahasa Inggris

- Internet online

Penilaian

- Tes tertulis

- Pedoman penilaian:

Skor Siswa = $\dfrac{\text{Jawaban yang benar}}{\text{Jumlah test}} \times 100$

RENCANA PELAKSANAAN PEMBELAJARAN
MATA PELAJARAN BAHASA INGGRIS
KELAS/SEMESTER : VI B / GANJIL
TAHUN PELAJARAN: 2012-2013

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VI B / I
Cycle/Pertemuan Ke-	: 1/1
Aspek Skill	: Speaking
Alokasi Waktu	: 2 x 45

Standar Kompetensi : Memahami kalimat perkenalan

Kompetensi Dasar : Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: memperkenalkan diri sendiri

Indikator :Mengungkapkan kalimat perkenalan

I. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan dapat:

- Memperkenalkan diri menggunakan bahasa inggris
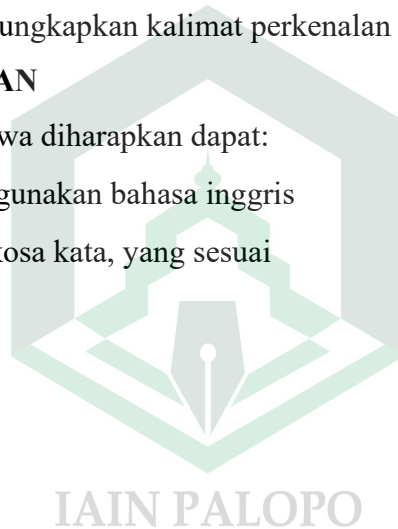- Menggunakan tata bahasa, kosa kata, yang sesuai

II. MATERI POKOK

Self introduction

- My name is ....
- But you can call me .....
- I was born on..................
- I live at..................street
- My hobby is...................
- My ambition is.................
- My father's name is ....
- My mother's name is.......

III. METODE PEMBELAJARAN

- Perkenalan masing- masing siswa
- Memberikan kesempatan pada siswa untuk mengajukan pertanyaan mengenai hal-hal yang belum jelas

III. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan awal

a. Menanyakan kabar siswa

b. Memberikan Motivasi kepada siswa

c. penjelasan tentang topik yang akan dibahas dan kompetensi yang akan dicapai

Kegiatan Inti

a. Tanya jawab yang berkaitan dengan materi perkenalan

b. Membahas kosa kata dan struktur percakapan sesuai materi

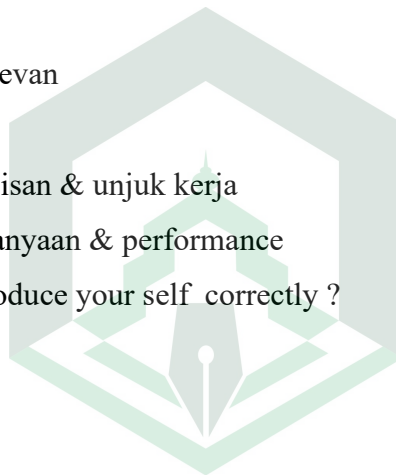c. Latihan percakapan dalam bentuk dialog

Kegiatan akhir

a. Menanyakan kesulitan siswa

b. Menyimpulkan materi

Sumber belajar

- Buku grammar yang relevan

Penilaian

- Teknik   : Tes lisan & unjuk kerja

- Bentuk   : Pertanyaan & performance

- Instrument   : Introduce your self correctly ?

Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VI A/ I
Cycle/Pertemuan Ke-	: 2/4-5
Aspek Skill	: Vocabulary
Alokasi Waktu	: 2 x 45

Standar Kompetensi   : Mengenal kosa kata yang termasuk kata kerja (action verb)

Kompetensi Dasar   : Melafalkan secara baik dan benar dan mengerti arti kata tersebut serta mampu menggunakannya dalam kalimat

Indikator   :Menguraikan kosa kata verb (kata kerja)

I. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan dapat:

- Memahami kosa kata verb
- Menyebutkan serta memahami pelafalannya dan menuliskan kosa kata tersebut dengan baik serta mengetahui artinya

II. MATERI POKOK

- kosa kata action verb : run, sit down, point, look, stand up, put, touch, jump, smile, open, close, walk.

III. METODE PEMBELAJARAN

- Meminta siswa mengartikan verb yang di gunakan sesuai dalam Simon says games
- Mengajak siswa untuk memperaktikan verb sesuai perintah dalam Simon says games

III. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan awal

a. Menanyakan kabar siswa

b. Memberikan Motivasi kepada siswa

c. penjelasan tentang topik yang akan dibahas dan kompetensi yang akan dicapai

Kegiatan Inti

a. menjelaskan kembali mengenai aturan permainan Simon says

b. mengidentifikasi kata – kata kerja yang termasuk dalam action verb

c. Mengartikan kosa kata (action verb) dan kalimat yang akan digunakan dalam permainan

d. Memberikan contoh penggunaan action verb dalam permainan Simon says

e. Memperaktekan Simon says

Kegiatan akhir

a. Menanyakan kesulitan siswa

b. Menyimpulkan materi
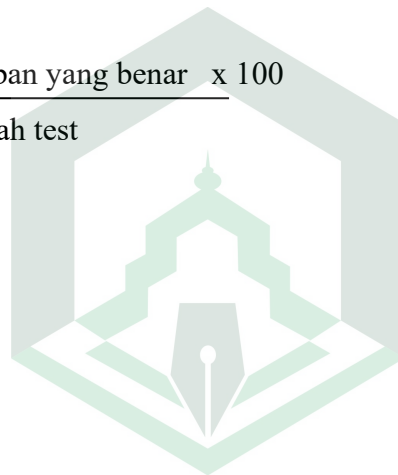
Sumber belajar

-Buku Dasar-Dasar Penguasaan Bahasa Inggris

- Internet online

Penilaian

- Tes tertulis

- Pedoman penilaian:

$$\text{Skor Siswa} = \frac{\text{Jawaban yang benar}}{\text{Jumlah test}} \times 100$$

Translate into Indonesia

NO	VOCABULARY	MEANING
1	OPEN	
2	CLOSE	
3	SHAKE HANDS	
4	SMILE	
5	RIGHT	
6	WALK	
7	STOMACH	
8	CHEEK	
9	EYE	
10	TOUCH	
11	NOSE	
12	FACE	
13	ARM	
14	LOOK	
15	POINT	
16	STAND UP	
17	HAIR	
18	PUT	
19	SIT DOWN	
20	HANDS UP	
21	JUMP	
22	HEAD	
23	CLAPS HAND	
24	HAND	

25	ELBOW	
26	LEG	
27	EAR	
28	REACH	
29	TONGUE	
30	SHOW	
31	WINDOW	
32	LEFT	

DOKUMENTASI DURING RESEARCH

CURRICULUM VITAE

Sukaesih Aminah, She was born on 13rd August 1990 in Tegal Rejo, as the second child from the happy and simple family. Her father's name is Abdul Hadi and her mothers' name is Sutirah. She has two brothers (Muhammad Suhardi S.Pd. and Harli S.T) and one sister (Suryani S.Pd) who always give support to continue her studying.

She was starting her studying at the elementary School (SD) Num. 291 Sindu Agung in 1997 and graduated in 2003 and continued it in Islamic Junior High School Margolembo (SMP Islam) In 2005 she graduated it and then continued her studying in Islamic Senior High School Margolembo (SMA islam) and she graduated in 2008. After that, she continued her studying at the State College for Islamic Studies (STAIN) Palopo and taking English Department because English was her favorite subject during in Senior High School. She finished her studying at the State College for Islamic Studies (STAIN) Palopo in 2013.

During her studying in STAIN Palopo, she ever joined in some organization, namely:

1. English Students Association (HMPS BIG) STAIN palopo (2008 – 2010)

2. Institute Mission Campus (LDK) al misbah STAIN palopo (2009- 2011)

3. Forum al hikmah STAIN palopo (2008 – 2010)

4. Institute Wahdah Islamiyah (WI) Palopo (2009-2011)

5. Students Moslem Association Indonesia (IMM) (2008)

6. GET U club (2010)

7. Institute Necis Training Centre (NTC) Palopo (2010 – 2012)