

SIMON SAYS GAME ON PRACTICING LISTENING SKILL: STUDENTS' PERSPECTIVES

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Abstract

This research was aimed to find out students' perspective of Simon Says game for practicing their listening class. The subject of this research was students on grade VIII junior high school, in 2020 academic year. This research was conducted by using qualitative research. The data used in this research were; questionnaire, interview sheet and photography evidence. The questionnaire in this research consisted of six questions that related to Students' perspective of Simon Says game for practicing their listening. The researcher distributed questionnaire for twenty five students in grade VIII-3 of MTsS Madinatussalam's students. The researcher also did interview for some students. The researcher distributed six questions too in interview session to students that still related to students' perspectives of Simon Says game for practicing their listening. The result of this research showed that almost all students have positive perspectives in Simon says game for practicing their listening. They agree that Simon Says game makes them easier to practice their listening in a fun way. They also agree that Simon says game can make their class atmospheres' be active. They said they are being attractive while playing this game for listening practice class.

Keywords: Listening; Simon Says game; Students' Perspective; Listening Practice; Listening Comprehension.

Introduction

Teaching language is aimed at making students understand what is being uttered by other people. According to Bozorgian & Pillay (2013), language teaching uses listening, which refers to a complex process that allows us to understand spoken language. There are some reasons to support the importance of listening in foreign language learning. According to Bucok in Woottipong (2014), the first one is that a new language learner should learn to listen at the initial stage of language learning in the same manner as a child learns a mother language. It is because the first step in acquiring the language is listening; before the new-born child is able to

understand the language, he/she has to listen first. Listening skills develop at the very beginning of a child's learning of language. A natural process in acquiring a new language is listening. Paul (2003) states that babies hear news items in their native language first, speak them next, and read and write them some time later. It means that most people think that other skills are more important without paying attention to the listening skills that take the lead in enhancing the others. Therefore, it is necessary to develop listening skills in the initial stage of learning in order to become a good speaker. According to JJ Wilson (2010), listening exercises help to draw a learner's attention to new forms in the language, i.e., vocabulary, grammar, and interaction patterns. We learn to listen and we listen to learn.

As we talk about language teaching and listening strategies, of course, it leads us to think about the fun strategy to teach listening to students. Every teacher wants their students to easily learn listening skills and feel excited about learning listening skills. But, in real life, some students don't like to practice listening because they feel bored and confused about what the speakers said. To attain the fun learning in listening, there are many fun learning strategies to teach listening. One of the fun learning strategies to learn listening skills is with a game. One of the fun games for learning listening is the Simon Says Game. The Simon Says game is a game that uses instruction that is given to students. This game was played by instructing students to touch the things as instructed. The Simon Says Game is a way to engage students while enhancing their cognitive function. It enables students playing the game to make faster decisions and listen carefully. This research concerns the perspective of students about implementing the Simon Says game in listening class for their listening skills.

Literature Review

Listening is one of the important skills in learning the language. Listening is a receptive skill that involves responding to the oral language rather than producing the written language. It is very useful in habitual action. According to Helgensen and Brown (2007), listening competence is greater than speaking competence. From the definition of listening above, they share similar words such as active and construct. It means the listeners do more, not only simply decode what they hear. Rubin in Helgensen and Brown (2007) completes the definition by adding the words "active" and "interpret." Here, "active" means the information from visual or auditory clues that relates to what is already known by the listeners. Select is the process of making sense of the input. The listeners use only constituents of the incoming information. On the other hand, "interpret" means listeners use their background knowledge to decipher what is going on and figure out what the speakers intend.

Brown recognized that listening is an invisible mental process, making it difficult to describe. As stated in Brown (2001), listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention, and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. So, from all the definitions above, it can be concluded that listening is the complex and active process of interpretation in which listeners match what they hear with what they already know.

Spratt and Williams (2005) stated that doing many things is involved in listening, such as dealing with the characteristics of the spoken language, using context and knowledge of the world, understanding different text types, and understanding different speeds of speech and accents. Actually, listening is different from hearing. Because the listener can infer meaning from what the speaker says, listening is an active skill. According to Helgensen and Brown (2007), listening requires an active intention, and the active intention is on the part of the hearer. It depends on how much the listeners intend to play it. If people just hear the information, but something important comes up, such as hot news or gossip, it is called "listening." The listeners are actively paying attention and interpreting what they already hear.

In addition, throughout FL learning and teaching history, listening has experienced various periods with the new developments in sociology, anthropology, linguistics, politics, and

education. Listening, despite being a widely used but under-taught skill in FL classes, was once thought to be a simple skill; however, it is now recognized as a complex and intricate process in and of itself that allows us to understand spoken language. According to Rost (2001), it is both a skill area of language performance and a critical means of acquiring a second language. Thus, its importance is twice as much as other skills in language improvement. Furthermore, according to Allen (1995), people spend more than forty percent of their communication time listening, thirty-five percent speaking, sixteen percent reading, and only nine percent writing per day.

Besides, according to Gilakjani & Sabouri (2016), there are a lot of difficulties that learners may encounter in the listening comprehension processes, and the purpose is to be aware of these problems and try to solve them. Some of these problems are: quality of recorded materials, cultural differences, accents, unfamiliar vocabulary, and the length and speed of listening.

In the meantime, according to Abbas Pourhosein Gilakjani & Sabouri (2016), there are some suggestions that are beneficial to students to overcome some of their listening comprehension problems, as follows:

1. Listening activities should be provided based on the students' needs and teachers should provide authentic listening materials for students that help them understand better the natural speech uttered by native speakers.
2. Teachers should design listening tasks that arouse students' interest and help them learn listening skills and strategies. These tasks not only test the students' listening comprehension but also motivate them to use various types of listening strategies in order to gain the maximum benefits in doing their activities.
3. Teachers should provide students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.
4. Teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.
5. Teachers should help their students to be familiar with the accents of different native speakers. Due to the fact that native speakers have specific accents it is necessary for students to recognize the differences between American and British accents.
6. Listening activities should be presented according to their level of complexities; that is, listening activities should be provided from the very simple texts to the lower level students and moved to the very complicated authentic materials to the advanced students.
7. Teachers should provide background knowledge and linguistic knowledge to their students while listening to different listening materials.
8. Teachers should give their students the necessary feedback on their performance because it can promote their error correction and increase their motivation, and help them to develop their confidence in listening exercises.
9. Teachers should help their students to develop the necessary skills of listening comprehension like listening for understanding particular information, listening for the main ideas, explanation and inference, listening for intended meaning through providing different tasks and activities at different levels.
10. Teachers should use body language such as pointing and facial expressions to reinforce oral messages in their students.
11. Teachers should provide opportunities for developing top-down and bottom-up processing skills because top-down activities motivate students to discuss what they already know about a topic and bottom-up activities give confidence in the understanding of the components of the language such as sounds, words, intonation, and grammatical structures.
12. Teachers should encourage their students to develop listening strategies. Predicting, asking for clarification, and using non-verbal cues are some examples of these strategies that improve learners' listening comprehension ability.

13. Teachers should be appropriately trained in speaking skills. Listening is related to good pronunciation; therefore, teachers should have good and acceptable pronunciation which can help learners to become better listeners.
14. Teachers should ask their learners to always listen to music, documentaries, and news on the radio and television, talk to native speakers face to face or on the Internet so that they can create and reinforce a good habit of listening in themselves.

Simon Says Game

Anderson (2015) surveyed that Simon Says is a popular game played around the world. Most people have heard of the Simon Says game. According to Lewis and Bedson (2004), the aim of this game is to follow instructions. The game levels are beginner, intermediate, and advanced student levels. It does not need the materials to practice it.

This game has simple procedures. Zimmer (2015) described the Simon Says Game procedure:

1. Talking about the role of Simon says, a teacher or student stands in front of the classroom and is the leader or Simon.
2. Simon tells students what to do, and students must follow the direction only.
3. If Simon Says is stated before the command, if students follow the directions and Simon say is not stated, they must sit down and are out for the round.
4. Simon can try to confuse participants by telling them to do one action while showing a different one. It means that Simon can say something and then perform difference of action.
5. Simon Says Game is one of the popular action games played in the active listening classroom. One player takes the role of "Simon" and issues instructions to the other players, which must act out the movements if it is preceded by the phrase "Simon says". The objective of this game is to make students fully participate in acquiring the listening, direction-following, and movement skills.
6. Simon Says Game is a way to engage students enhancing their cognitive function. It enables students playing the game to make faster decisions and listen carefully. In line with this, Nation & Newton (2009), stated doing activities that involve movement is one of the five principles for teaching beginners. It is a simple way to keep students interested in learning. By focusing on meaning interpreted through movement, the students will be liberated from self-conscious and stressful situations and be able to devote full energy to learning.

Methods

The researcher used a qualitative method for this research. The gained data in this research is obtained qualitatively in nature. Meanwhile, the subjects of this research were the students at MTsS Madinatussalam grade VIII-3, Medan, North Sumatera, Indonesia. The researcher chose this class in case this material suited the lesson plan for grade eight of junior high school in the 2013 curriculum.

The techniques of collecting data applied in the research were interview and observation. The researcher collected written data from informants using a questionnaire given to 8th grade students. And to strengthen the data, the researchers also conducted interviews with students about their perspectives on the Simon Says game to practice their listening. The researcher used a mobile phone as an instrument to record the data from the interviewees. The note-taking technique was also used as an additional instrument to get additional information during the interview. The researcher distributed the questionnaire to the students in order to obtain real data about their perception. The questionnaire contained six items. The writer translated it into Indonesian to help participants fill out the questionnaire easily. The use of the questionnaire itself is to support the results in the interview session, which will be the main technique of collecting the data in this research.

Moreover, the data was processed through interviews with the students. The researcher applied the Simon Says game to students first and then interviewed some students about their opinion of the game for listening skills. After the interview, the researcher will give students the questionnaire too. Furthermore, the researcher needs to reduce the data to select and summarize data entered through interviews from several sources as well as by other methods such as questionnaires. The researcher needs to sort through data that is focused on the application of the Simon Says Game in order to students' listening skills. After that, the data presentation for this research was arranged into narrations from the students' perceptions, which were explained descriptively in the form of essays.

Results Finding

Questionnaire

In this part, the results of the questionnaires that were distributed to twenty-five students of VIII-3 at MTsS Madinatussalam Medan are presented. The questionnaires have 6 items of questions that are used to know the students' perspectives about listening skills and the Simon Says Game for listening. Each question in the questionnaire has different options from which students need to choose.

a. The English Listening Practice of Their Listening Skill Class

The first question in the questionnaire is related to the students' perspectives about the listening skill itself. The first question has four statements for students to choose from regarding their opinion of the listening skills class. The result can be seen in table 4.1.

Table 1 Students' Perspectives about Listening

| Option | Frequency |
|----------------|-----------|
| Very Easy | 6 |
| Easy | 9 |
| Difficult | 10 |
| Very Difficult | 0 |
| Total | 25 |

Based on the result of the questionnaire on the table above, the researcher uses the first question in the questionnaire to learn about students' perspectives on the listening skill. There are four different statements that are chosen by different students. Six students chose the statement "Very Easy." They think that listening is very easy for them. 9 students chose the statement "Easy." They think that listening is quite easy for them. 10 students chose the statement "Difficult". They think that listening is quite difficult for them, and there is no student choice statement "very difficult". From the results above, we can conclude that English listening is not too easy or too difficult for students. Students can learn English by listening but not fluently.

b. Students' perspective of the Simon Says Game for practicing their listening

The questions numbered two through four in the questionnaire are about the students' perspectives of the Simon Says Game for practicing their listening skills. Question number two has three statements that students have to choose from regarding their perspective on the Simon Says Game. Question number three has four statements that students have to choose about their perspective, whether the Simon Says Game makes them easy to practice listening to in a fun way. Question number four also includes four statements from which students must choose whether the Simon Says Game makes their classrooms more active. The result can be seen in table 4.2.

Table 2 Students' Perspective of Simon Says Game

| Question | Option | Frequency | Total |
|--|----------|-----------|-------|
| 1. What do you think about Simon Says Game? | Very Fun | 13 | 25 |
| | Fun | 11 | |
| | Not Fun | 1 | |

| | | | |
|---|------------------|----|----|
| 1. Does Simon Says game make you easy to learn listening in a fun way? | Very Agree | 9 | 25 |
| | Agree | 13 | |
| | Not Really Agree | 1 | |
| | Disagree | 2 | |
| 2. Does Simon Says Game make your class atmospheres' be active? | Very Agree | 10 | 25 |
| | Agree | 14 | |
| | Not Really Agree | 1 | |
| | Disagree | 0 | |

Based on the result of the questionnaire on the table above, the researcher uses question numbers two through four in the questionnaire to know the students' perspectives on the Simon Says Game. Question number two has three different statements that were chosen by students. 13 students chose "Very Fun." They think that the Simon Says game is very fun. 11 students chose "fun." They think that the Simon Says game is fun enough, and 1 student chooses "Not Fun". The students think that the Simon Says Game is not fun. From the result, we can see that most students say that the Simon Says game is a very fun game. Question number three has four different statements that were chosen by students. 9 students chose "Very Agree." They agree that the Simon Says games make them easy to learn listening in a fun way. 13 students chose "Agree." They agree that the Simon Says game makes them easy to learn. 1 student chooses to "Not really agree." The student doesn't agree enough that the Simon Says game makes the student easy to learn listening, and 2 students choose "Disagree." They don't agree that the Simon Says game makes them easy to learn listening. Question number four also has four different statements that were chosen by students. 10 students chose "Very Agree." They all agree that the Simon Says game makes their classrooms more active. 14 students chose "Agree." They agree that the Simon Says game makes their class atmospheres more active. One student selects "Not really agree," believing that the Simon Says game does not keep their classrooms active enough, and no student selects "Disagree."

From the result of the questionnaire on the table above, we can conclude that most students have a positive perspective on the Simon Says game for listening practice in their English class.

a. Students Interest of Using Simon Says Game

The questions number five to six in the questionnaire are about the students' interest in using the Simon Says Game for practicing their listening skills. Question number five has four statements that students have to choose about their interest in playing the Simon Says Game to practice their listening. Question number six in the questionnaire is about another way for students to practice their listening. The result of students' interest in playing the Simon Says game and for students' other alternatives for practicing their listening skills can be seen in table 4.3.

Table 3. Students Interest of using Simon Says Game

| Question | Option | Frequency | Total |
|---|-------------------------------|------------------|--------------|
| 1. Do you want to use Simon Says Game for practicing your listening? | Absolutely Yes | 7 | 25 |
| | Yes | 15 | |
| | Maybe | 3 | |
| | No | 0 | |
| 2. How can you make your listening practice easier? | Listening to the English Song | 6 | 25 |
| | Watching English Movie | 0 | |
| | Playing Simon Says Game | 17 | |
| | Another Alternatives | 2 | |

Based on the result of the questionnaire on the table above, the researcher uses question number five to know the students' interest in the Simon Says Game. There are four different

options in question number five that were chosen by different students. There are 7 students who chose "Absolutely Yes". It means they are very interested in using the Simon Says game for practicing their listening. If 15 students choose "Yes," it means they have an interest in the Simon Says game. There are 3 students who chose "Maybe". It means they have an interest in the Simon Says game but are not really enthusiasts for this game. And if there are no students who choose "No", it means there are no students who don't have an interest in the Simon Says game.

To support question number five, in order to know students' interest in the Simon Says game, the researcher used question number six to know their alternative way to practice their listening. The majority of students prefer to practice their listening skills by "playing the Simon Says Game." There are 17 students who chose this option. Six students chose "Listening to the English song" as their alternative to practice their listening. There are 2 students who choose "Another Alternatives" to practice their listening and there are no students who choose "Watching English Movies" as their alternative way to practice their listening.

Interview

The researcher will present the results of the interviews. The researcher chooses eight students from grade eight students in VIII-3 at MTsS Madinatussalam Medan to do interviews in order to know their perspectives about listening skills and the Simon Says game for practicing their listening. The result of the interview can be seen in table 4.4.

Table 4. Students' Interview Result

| No. | Questions | Students' Answers in Interview | | | |
|-----|--|--|--|--|---|
| | | AN | RF | AW | KSY |
| 1. | What do you think about Simon Says Game? | Simon Says Game is good. It's a very fun game. | I think Simon Says game is very fun. | It's very fun. | It's not fun. because I don't like run. |
| 2. | Does Simon Says Game makes you easier to practice Listening in a fun way? | Yes, because if we are using a game while we study, it's more fun. | Yes, because we use game when we study. | Yes, of course. | No. it makes me tired |
| 3. | Does Simon Says Game motivate you to practice listening more often than usual? | Yes, of course. | Yes, I think so. | I think it can motivate me. | No. |
| 4. | Does Simon Says Game make your class atmospheres ' be active? | Absolutely yes. Very active! Because it makes us run. | Absolutely yes. Very active, because we are run. | Yes, it can make class atmospheres' be active. | Yes. It can make us active. |
| 5. | Are you interested in playing Simon Says | Yes, of course I am interest. | Yes, I am interest. | Yes, I am interest. | Maybe yes, maybe no. I'm confused. |

| | | | | | |
|----|---|--|---|---|--|
| | Game to practice listening? | | | | |
| 6. | Why are you interested/not interested in playing the Simon Says Game to practice listening? | Because this game is very fun and nice. Because we should listen carefully and focus so we can touch the right things. So, automatically we understand what we listen. | Because this Simon Says game is very fun for me and my friends. It's very active when we play this. This game is very nice. | Because this Simon Says game is so much fun. It doesn't make me stress. | Because I don't like run. This game is very bored because we need to run with other friends to compete to touch the things that have been mentioned by Simon Says. I don't like making many moves. I am too lazy to make many moves. |

From the result of the interview on the table above, we can see that most of students have positive feedbacks for Simon Says Game. The researcher conducted interview to eight students as the representative of students in class VIII-3. Seven students have positive perspective about Simon Says game, and one student has negative feedback for Simon Says game. The researcher put only four students in the table because the researcher wants to make the table more compact. Another interview sheet or results are available in the appendixes page 63.

Findings

a. The English Listening Practice of Their Listening Skill Class

The first question in the questionnaire is related to the students' perspectives about the listening skill itself. The first question has four statements for students to choose from regarding their opinion of the listening skills class. The result can be seen in figure 4.1.

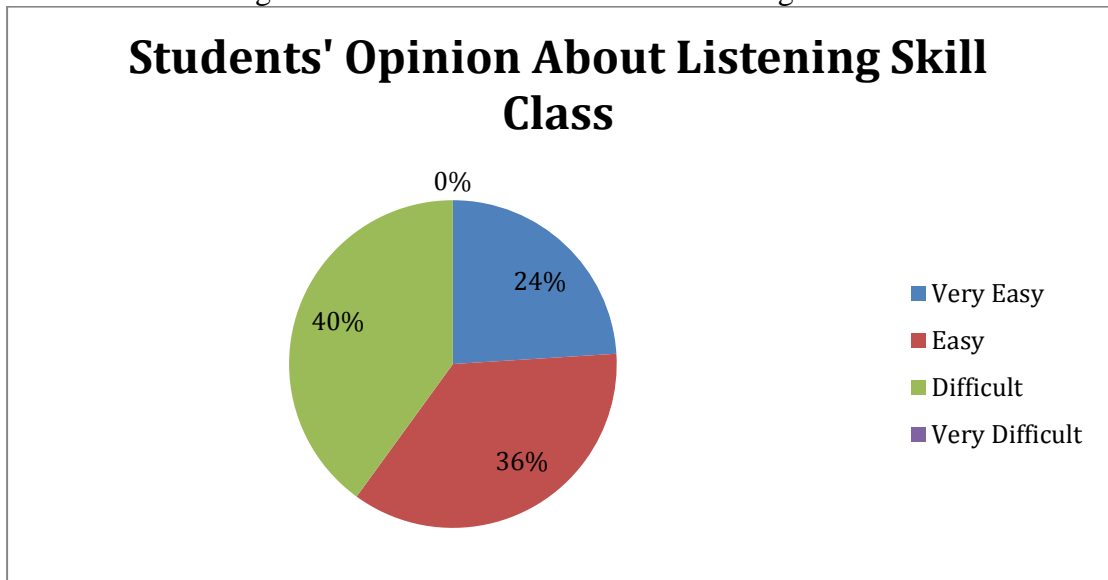


Figure 4.1

Figure 4.1 shows a chart of the results of the four statements in order to find out the students' perspectives about the listening skills class. In the first statement, 24% of students have chosen "Very Easy" for their perspective on the listening skills class. In the second statement, 36% of students chose "easy" for their perspective on the listening skills class. In the third statement, 40% of students chose "difficult" for their perspective on the listening skills class.

And the last statement, 0% of students have chosen "Very Difficult". It means there is no student who has chosen "Very Difficult" for their perspective on listening skills class.

b. Students' Perspectives of Simon Says Game for Practice Their Listening

The questions numbered two through four in the questionnaire are about the students' perspectives of the Simon Says Game for practicing their listening skills. Question number two has three statements that students have to choose from regarding their perspective on the Simon Says Game. Question number three has four statements that students have to choose about their perspective, whether the Simon Says Game makes them easy to practice listening to in a fun way. Question number four also includes four statements from which students must choose whether the Simon Says Game makes their classrooms more active. The result can be seen in figure 4.2.

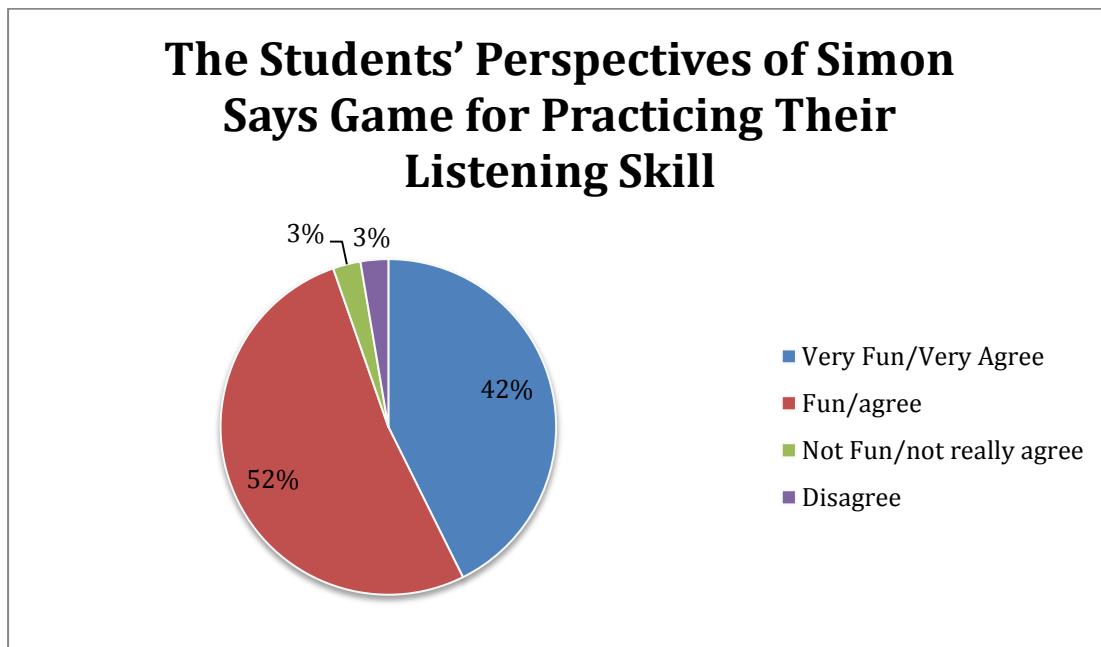


Figure 4.2

Based on Figure 4.2, students who choose "Very Fun/Very Agree" for the second, third, and fourth statements are 42%; students who choose "Fun/Agree" for the second, third, and fourth statements are 52%; students who choose "Not Fun/Not really agree" for the second, third, and fourth statements are 3%; and students who choose "Disagree" for the third and fourth statements are 3%. The second statement is about a student's perspective on the Simon Says Game. In their listening class, this was their first experience of trying the Simon Says game for practicing their listening, and most of them said the Simon Says game is very fun. It means that students enjoy playing the Simon Says Game to practice their listening. The researcher also conducted interviews with the students. Most of them said Simon Says games are fun to play for their listening class. The students said:

This is our first time playing Simon Says Game for Listening class. Usually, when we have listening class, our teacher only read a story and we need to listen to the story. Also, we had listening to English song. I think Simon Says game is fun because we need to touch the things what "Simon" said, when we try to touch the things, we run together in the class and it's so much fun.

However, not all students are enthusiastic about the Simon Says Game. student said that the Simon Says Game is not fun. The student said that she was tired of running like other students to touch the things. As per the researcher's observation, this student is not an active student. She chooses to sit and be quiet all day long rather than be active like other students.

When the researcher did an interview with this student, she didn't speak clearly. She couldn't say her opinion, so the researcher tried to guess her opinion and asked her, and she just said yes.

The third statement is about their perspective on whether the Simon Says Games make them easy to practice listening in a fun way. Most of them said that they very much agree and agree with this statement. They said when playing the Simon Says Game, they need to focus on what the speaker, a.k.a. Simon, said to touch the things. Because of that, they also try to memorize the pronunciation of the words or vocabulary to make things faster. It will be easier for them to know what things to touch next if they concentrate on listening to and remembering the words clearly.

Students who chose "Not really agree" and "Disagree" to this statement said the game makes them tired because they have to run to get to the things first as quickly as possible. So they think this game just makes them tired for students who don't like to run. And because they don't really like this game, it doesn't make them easier to practice their listening in a fun way.

The fourth statement expresses their opinion on whether the Simon Says Game makes their classrooms more active. All of the students chose "Very agree" and "Agree" to this statement. They said from this game instruction that they need to listen to and touch the things that Simon says. So, all the students in the class should be active as they listen and run to touch the things as fast as possible.

c. Students Interest of Using Simon Says Game

The questions number five to six in the questionnaire are about the students' interest in using the Simon Says Game for practicing their listening skills. Question number five has four statements that students have to choose about their interest in playing the Simon Says Game to practice their listening. Question number six in the questionnaire is about another way for students to practice their listening. The result of students' interest in playing the Simon Says game can be seen in figure 4.3, and for students' another option for practicing their listening skills can be seen in figure 4.4.

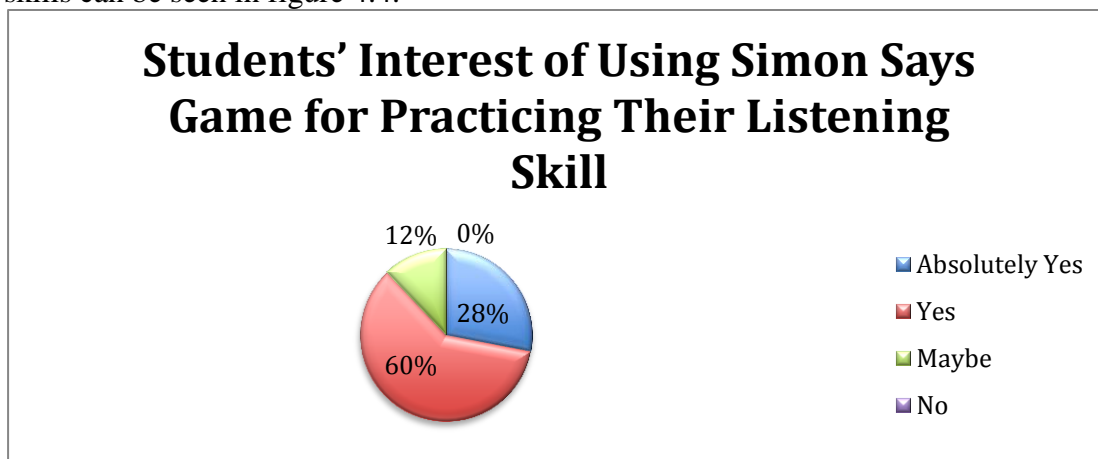


Figure 4.3

Based on figure 4.3, students who choose "Absolutely Yes" for question number five in the questionnaire are 28%, students who choose "Yes" are 60%, students who choose "Maybe" are 12%, and students who choose "No" are 0%. It means there are no students who choose "No" for using the Simon Says Game for practicing their listening. As shown in figure 4.3, the majority of students in the class expressed an interest in using the Simon Says Game to practice their listening skills. It means they have an interest in playing the Simon Says Game to practice their listening skills. The students said they are interested in playing the Simon Says game for practicing their listening because they think the Simon Says game is very fun to play and it's very attractive too. Also, the instructions for this game are quite simple, but they need to focus while listening to what Simon says. So it can train their listening and this game can be the new alternative for them to practice their English.

There is a pro, there must be a con. Although most of the students have positive feedback and perspectives, there are also some students who have negative perspectives. They were hesitant to play the Simon Says game for practicing their listening because they said they don't like to run. They don't like to make many moves. And also, they think the Simon Says game can make them bump into each other with their friends because they are in a rush to touch the things as Simon says.

Related to their interest in playing the Simon Says game for practicing their listening, question number six in the questionnaire is about the alternative way for them to practice their English listening class. There are four statements in question number six of the questionnaire: "Listening to an English song," "Watching an English movie," "Playing Simon Says," and "Another reason." We can see the result in figure 4.4.

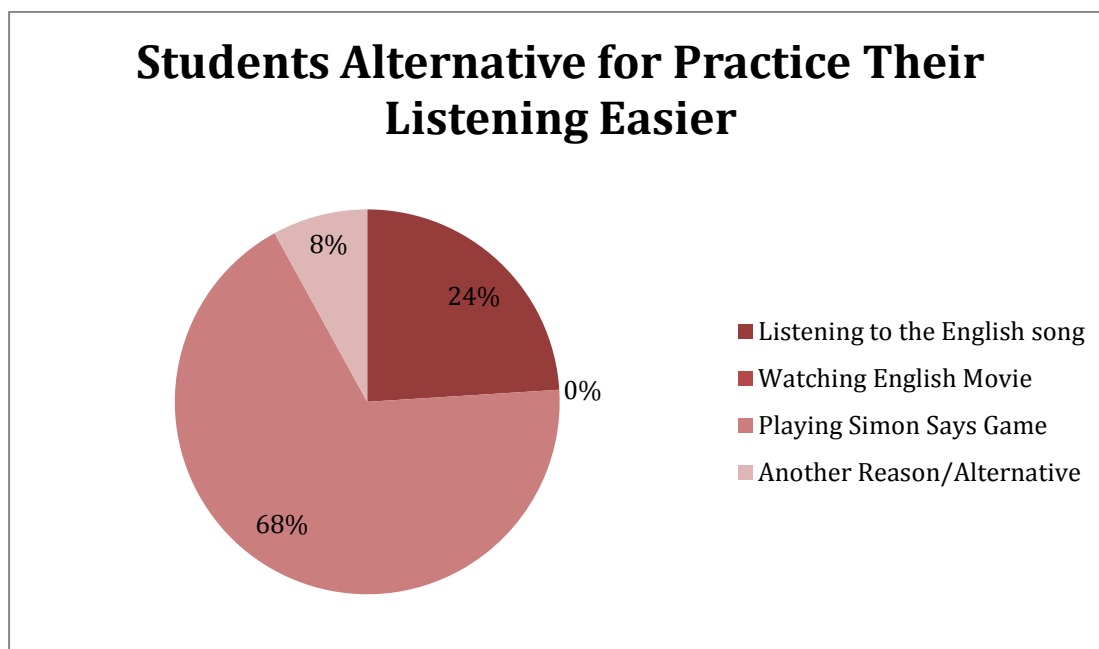


Figure 4.4

Based on the figure 4.4, students who choose "Listening to the English song" for their alternative for practicing their Listening easier are "24%". Students who choose "Watching English Movie" for their alternative for practicing their listening easier are "0%", it means no student choose this alternative for practicing their listening easier. Students who choose "Playing Simon Says game" for their alternative for practicing their listening easier are "68%", and students who choose "Another reason/Alternative" for practicing their listening easier are "8%". Based on the result of the questionnaire in figure 4.4, we can see that most of students choose Simon says game as their alternative for practicing their English listening easier. They think that Simon Says game is very simple and fun to play, but it can practice their listening very well. Most of students doesn't choose Listening to the English song and Watching English movie because they think it was difficult because they are not familiar to the words and they don't understand the words. For students who choose another alternative, they choose to use the common way such as listen to their English teacher while their teacher read an English story from the book or even while their teacher is speaking English.

Discussion

Compared to some relevant studies, the first relevant study is "The Use of Missing Lyrics Game to Improve Students' Listening Skills," which was written by Abdul Muhit. According to Muhit (2012), this study aims to know whether the students' listening skills could be improved

by using missing lyrics and how the implementation of the game is. The second relevant study is "Using Games to Increase Students' Participation in Listening Activity at SDN Pisangan Timur II," which was written by Heri Yeni. According to Yeni (2009), this study aims to investigate the games that can be used to increase students' participation in listening activities at elementary school. The third relevant study is "The Implementation of Simon Says Game to Improve Students' Vocabulary Mastery in Learning English," written by Abdul Muhsin Polem. According to Polem (2017), this study aims to improve the students' vocabulary mastery in learning English by using the Simon Says game. The fourth relevant study is "Improving Listening Skills through Interactive Games", written by Apriliah Dyah. According to Dyah (2012), the fourth relevant study aims to improve students' listening skills in the seventh grade through interactive language games. The fifth relevant study is "Teaching Listening Skills Through 'Listen and Draw'," written by Agung Ahmad Syahida. According to Syahida (2012), this study aims to improve students' listening skills in descriptive by using Listen and Draw. This research aims to find out students' perspective of the Simon Says game for practicing their listening skills in class.

The first relevant study, the second relevant study, the third relevant study, the fourth relevant study, the fifth relevant study, and this study have different learning methods or games and basic English topics. The game of the first relevant study is the Missing Lyrics Game; the second relevant study uses some games in English; and the third relevant study and this study have the same game, which is the Simon Says Game. The fourth relevant study uses some interactive games. The fifth relevant study uses the Listen and Draw game. The first relevant study, the second relevant study, the fourth relevant study, the fifth relevant study, and this study have the same basic English topic, which is listening skills. The third relevant study has a different basic English topic, which is vocabulary mastery.

The design of the first relevant study is CAR. The author of the first relevant study obtains the data from observation, interviews, tests, and questionnaires. The design of the second relevant study is CAR too, and the second relevant study is using observation and a questionnaire to collect the data. The design of third and fourth relevant studies is quantitative research. The design of the fifth relevant study is a case study. The design of this study is qualitative research. This study obtains the data from a questionnaire and an interview.

The result of the first relevant study shows that the implementation of the game is effective for improving students' listening skills. The result of the second relevant study shows that the use of games is an effective way to increase students' participation in listening activities. The result of the third relevant study has proved to be successful for improving students' vocabulary mastery by using the Simon Says game. The results of the fourth and fifth relevant studies show that they were successful. The result of this research shows that almost all students have positive perspectives on the Simon Says Game for practicing their listening. They all agree that Simon's says game allows them to practice their listening skills in a fun way and makes their classrooms more active. They also said they were being attractive while playing this game for listening practice class.

Conclusion

Students have positive perspectives in the Simon Says game for practicing their listening. They think the Simon Says game is very fun to play. They think the Simon Says game is a simple and easy game, but it is very good to practice their listening skills in a fun way. They can still focus on practicing their listening skills while playing this game. This game makes them more attractive and makes their classes' atmospheres more active. Usually, they practice their listening by listening to the English teacher while the teacher is reading the English story or just speaking English. After having experience of playing the Simon Says Game for practicing their listening, they said that they can practice their listening easily in a fun way by playing the Simon Says Game. Moreover, students have an interest in the Simon Says game. They want to use the Simon Says Game to practice their listening. To prove that, they chose the Simon Says Game as

their alternative for practicing their listening. They said this is because this game is very simple and fun, but it is a very good game for practicing their listening.

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