**Chapter II**

**Simon Saying Game to Improve Speaking Skills**

**2.1. Simon Says Game**

According to Anaheim in his book writes that “There are many children's games adapted to the TPR format. Simon says good example. Angle le Sancho Passe states in his book that this technique is good suitable for young children because young children learn by moving. Good way according to Simon the game is a technique of teaching vocabulary.According to Anderson in his book he wrote that “Simon said it was popular game played all over the world.” That is, most people already know about it Simon said the game .And According to Amy Buttner Zimmer in his book wrote that “Simon words are a great way to get students to actively review vocabulary.” Simon game Is a suitable way of learning for students who want to learn vocabulary. Based on the statement above it can be concluded that Simon said Games are a popular way to teach vocabulary and get students active learning process (Abdul, 2017)

* 1. **The Procedure of Simon Says Game**

Simon said the game had 3 phases they had to deal with and one of them was a simple phase which was a way to warm up but had to be easy. These phases are not just for play but are used to improve skills for students who may be able to speak the language. It's great for students so they can talk for themselves. There are several ways to play Simon Said as follows:

1. **Gather your squad of players.** Simon Said is a simple and fun game played by children all over the world. Although Simon's word is usually reserved for children's activities, people of all ages can play and enjoy the game.
2. **Designate someone as Simon.** In your group of players, designate one person to be Simon. Whoever is chosen to be Simon will stand at the front and face the other players in the group **.**
3. **Understand Simon's role.** Simon is the leader and commander of the listening group. Simon gave an order to a group of listeners. Simon's commands can be given in two different ways: starting the command by saying, "Simon said..." or simply stating the command. Simon's goal is to eliminate as many listeners as possible, until one listener is left as the winner.

Depending on how the sequence is phrased, the audience will obey the order, or not. Simon robs listeners by making them obey or disobey orders.

1. **Understand the role of the listener.** Listeners should listen carefully to what the leader, Simon, tells them to do. If Simon gives an order by first stating, "Simon said…" then the listener must obey Simon's command. If Simon gives an order without first saying, "Simon said…" the listener may disobey his command.

If the listeners disobey or disobey Simon's orders, they are eliminated from the remainder of the game round, and must sit until the next round of play begins.

1. **Give orders as Simon.** Since you're trying to eliminate as many listeners as possible, you should try and make your commands difficult to follow. For example, switch frequently when you give a command preceded by, "Simon says…" Give your command quickly so that your listeners have to make a quick decision whether or not to obey your command . When someone disobeys any of you (Simon's orders), call them out so they can be eliminated from the pool of remaining players still in the game. Everyone who has become an order must follow the attitude because if it has become they want to be strong verbal and polite. According to Charles A. Ferguson (1959), “This kind of attitude is very easy to give up. Language of prestige is often perceived as more beautiful, more expressive, more logical, and better able to express abstract thoughts, and language often feels ungrammatical, concrete, and crude.
2. **Obey orders as a listener.** As a listener, you must listen and pay close attention to the instructions given by Simon. Simon will try to trick you into obeying orders you are not supposed to give by giving orders very quickly.
3. After Simon gives a command (assuming preceded by, "Simon said…"), execute the command until Simon moves on to the next command.
4. If the next command is not preceded by, "Simon says…" continue executing or holding the previous command.

If you can adjust the delay, for example slow or fast. Then you can control the conversation to be delivered. Since most of them don't know what to say, they say “ummm/ehh” which they shouldn't. If these words come out, then your level of professionalism will decrease. For example, you need time to think, try not to say the above words.

1. **Start a new game.** Keep playing until one more listener remains. The remaining Listener is the winner of the round, and becomes the new Simon. At the start of a new game round, all eliminated players return to the next game.

This is an instruction how to play simon says the game includes the rules to play it but there will be practice first so one of them can play as simon and then change the person.

**2.3 The Role of Simon Says Game**

Talking about the role of Simon says, a teacher or student stands in front of the classroom and is the leader or Simon. Simon tells students what to do, and students must follow the direction only. If Simon Says is stated before the comand. If students follow the directions and simon say is not stated, they mus sit down and are out for the round. Simon can try to confuse participants by telling them to do one action while showing a diffrent one. It means that Simon can say something and then perform difference of action. From the statemens above it can be concluded that the role of Simonsays game all of the students are expected of doing and performing what Simon says and students are not expected of doing and performing what simon do not say (Abdul, 2017)

**2.4 Simon Says Game For Teaching Vocabulary**

 Simon Says Game for Teaching Vocabulary Simon says game can be a useful game for teaching verbs for example “ Simon says ‘run’ to the door” or “ Simon says ‘walk’ slowly . The game can also be used to ilustrate preposition. For example, “Simon says stand ‘on’ one leg” or “ Simon says hide ‘under’ the table.” Additionally, Simon says: this is a wonderful game for helping children learn the names of their body parts. It means that Simon says can also be used in teaching noun such part of body. Based on the statements above Simon says game can be implimented for teaching vocabulary especially in content words category (Abdul, 2017)

**2.5 Teaching Simon Says Game**

Teaching Simon Says Game

In teaching Simon says game there are some steps can be used;

1. Have a teacher be “Simon”, and have at least one students as a

member of the group.

2. Simon only request easy, know action from the group. For example

 Simon says, clap your hands”. It is alright for the caller to also model the

 action while giving the direction. Ideally, the action called for will

sometimes have entertainment value (e.g.., “ act like afrog”)

3. The teacher model within the group should respond quickly and

clearly after every direction Simon presents .

4. If learners have fun with a response(e.g,.. maybe you said “ Jump

like a frog”, and they added in a tongue thrust), join in their fun. Laugh

with them.

5. Enthusiastically praise players when they demonstarate the actions

6. Continue calling out action for up to a minute or so, or until you

see the first signs decreased motivation .

**2.6 Teacher’s Simon Says Roles**

As a teacher, there must be a different teaching goal in terms of doing what we are told, which is to have to look after students if there are problems and teach them with great care and asking questions. Teachers need to be emotional but calm if there is a problem that actually raises personality. In addition, the teacher determines the provisions for students when they get assignments so they can focus on assessing the lesson. Communication must require speaking to improve speaking so every teacher will make skill development.

According to the thoughts and research of Stewart L. Tubbs & Sylvia Moss founded by Jalaluddin Rakhmat in Communication Psychology (1999:13), the influence of communication does not produce 5 things: understanding, cheerfulness, influence on attitudes, social improvement. relationships, and actions. That is why a teacher communicates with students and they will speak well about it. But also a quality LTM is very important to achieve SDG 4. Ensuring that each institution has the right learning materials and technology is the main strategy to achieve target 4a in particular. According to the Education 2030 Framework for Action , 'educational institutions and programs[e] must be adequately and equitably resourced, with books, other learning materials, educational resources and open technology for learning that is non-discriminatory, conducive, student-friendly, context-cost appropriate, cost-effective and available to all learners – children, youth and adults' (Education 2030, 2016: 33).

* 1. **Teaching Speaking**

Teaching speaking has been gotten since childhood. It can be begun from listening and then try to imitate what is listened until they know what the meaning of the words Pinter (2006 55) mentions that speaking practice can start with practicing and drilling set phrases and repeating model. And then, move to the adult which they get more additional of teaching speaking from school.

Teaching speaking is important. The teacher is demanded to develop and improve their teaching ability, so the purpose of teaching learning in speaking can achieve It is to develop students speaking ability in which they are able to communicate with other people. There are methods, learning activities, or media that can help students to improve their speaking ability For example, the activities for children can through songs, games, or stories. And one of examples of the activities for adult or old leamers can through role playing.

One important thing that should be paid attention is every method or activities that is used in teaching speaking should have context and meaningful It is like proposed by Cameron (2001) that "Meaning must come first if children do not understand the spoken language, they cannot learn it" And Pinter said that :

"At the beginning stages with children it is a good idea to focus on simple but purposeful an meaningful pattern drilling and personalized dialogue building in order to prepare them to able to talk about themselves and their world and to begin to interact with their friends in class and other speakers of the language.”

To create teaching speaking is more effective and success, there are some principles to design teaching speaking method, it is proposed by Brown (2000) :

1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

2) Provide intrinsically motivating techniques

3) Encourage the use of authentic language in meaningful contexts

4) Provide appropriate feedback and correction

5) Capitalize on the natural link between speaking and listening

6) Give students opportunities to initiate oral communication

7) Encourage the development of speaking strategies

* 1. **Speaking skills**

Speaking is not only for learning and fun games but also to improve the pronunciation of words, pronunciation and dialects that are learned more deeply so that students can know how they feel when speaking the language and there is an improvement in English. Someday or somehow, language itself is not ready to speak because before it was invented the word, By whatever means necessary, language will never detach it from humans, meaning that there is no human activity that does not belong to language. . Because it was "complicated" to determine whether a language conditionally existed or not, only dialects of other languages, until then there had never been many languages in the world (Crystal 1988:284). But it can be a traditional language study because there is a tendency to use a lot of oral linguistics with a natural science-positivistic perspective. In the author's opinion, "language studies have traditionally considered language solely as a formal system and not as a vessel and creator of meaning. This is because linguistics imitated the advanced scientific movements of mathematization and formalism.

The result is that linguistics do not treat the way language is used in everyday life and instead limit their focus to its internal setting without referring to its social framework” (Leo Loveday, 1982). It should try to communicate with each other side by side. with friends and family. so they speak good english not even "I can't" at least "not yet". Some people may experience stage fright and faint when it comes to public speaking. This can be overcome with consistent practice. Once you get the hang of practicing, you'll have more control over yourself when you speak in public. Speaking skills must produce sounds that not only come out of the mouth and mind even from the bottom of the heart directly, but also you can sing the song you want which also improves speaking skills. There are several speaking skill competitions that you should know about the following:

1. Fluency. Fluency is about how comfortable and confident you are with speaking English. If you can speak for a long time, it is a strong indicator of fluency. It's also about showing a clear connection between each point you want to make. This skill means listeners can follow what you're saying and not get lost.

Fluency includes the development of English only when using that language. Once their progress is predictable and average, their skills will become something more extraordinary and mastered. According to MAK, Halliday, 1973, "All language use, however abstract, and however complex the social structure associated with it, must be explained in terms of certain basic functions. ….. language acquisition… language development… needs to be seen as mastery of the linguistic function.

1. Vocabulary. Being a good conversationalist means constantly expanding your vocabulary. The more interesting words you know, the stronger your speaking skills will be. The best way to expand your vocabulary is to read in English and jot down every new word you find in a vocabulary notebook.
2. Grammar. Grammar is important and the fewer mistakes you make, the better your speaking skills will be. However, don't worry about making mistakes either! A good speaker doesn't have to use perfect grammar. But, of course, it's a good idea to make sure you've mastered the main tenses .
3. Pronunciation. Pronunciation is a complex area, with many practical sub-skills. The rule of thumb is that the average speaker can speak and be understood. A skilled speaker can use pronunciation sub-skills to emphasize and make the communicative effect of their speech more impactful.

The sub-skills of the pronunciation sub-skills include: word and sentence stress, intonation, rhythm, and the use of individual sounds of a language. A good way to practice your pronunciation is to copy! Just listen to how someone with good pronunciation speaks, and try to imitate it as closely as possible. According to Verhaar (1978), “These names of structures and systems are very useful. Why? Because terms can be used or arranged at all levels of language, be it phonetics, phonology, morphology, syntax, even the lexicon level.

Most of them, speaking skills are like we talk to ourselves and need encouragement because they have to improve the amazing skills they have to speak in front of them. Not even in class and not even in English clubs and not even in front of their families but in public. One of the speaking skills they have to do is charm and that is how to get along with each other through speaking so they have to understand the words. There are those who use public speaking, there are also those who need games, not even just to speak fluently. The one for class. In any class, public speaking classes are a great resource because they give you specific exercises, feedback, and a timeline for improving your public speaking skills.

Most Universities and Colleges have public speaking classes, so do a quick Google search and see if you can find a class near you! Classes are rarely free, so do a cost analysis if this option or a personal trainer is best. All they need to do is follow the system and structure of the game. In the book *Course de Linguistique Generale* by Ferdinand de Saussure (2018) "differences are two kinds of relationships or connections that occur between language denominations, meaning *syntagmatic* and *associative* .connecting between language denominations in concrete sentences; while associative is the relationship to the language, but does not affect the composition of one sentence.

**2.8.1 Characteristics of Speaking Skill**

According to Brown (2000), there are some characteristics of spoken language that can make the oral performance easy.

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (m breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language Learners can capitalize on this feature of spoken language.

3) Reduced forms

Contractions, elisions, reduced vowels, etc, all form special problems in teaching spoken English Students who do not learn colloquial construction can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent, we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc, one of the most silent differences between native and non-native speakers of a language is in their hesitation phenomena.

5) Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another silent characteristic of fluency is rate delivery. One of your tasks in teaching spoken is to achieve an acceptable speed along with other attributes of fluency.

7) Stresses, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns covey important messages.

8) Interaction

Learning to produce waves of language in a vacuum- without interlocutors- would rob speaking skill of its richest component the creativity of conversational negotiation.

**2.8.2 Types of Speaking Learning**

There are much energy in language teaching are devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to incorporate into a language course.

In beginning, most of the students' efforts in production of oral or speaking skill come m the form of conversation or dialogue. In general, almost all the theories have the similiarities. Students encourage themselves to speak English when they have to perform the dialogue or monologue in front of the class. Even they have to speak English when they meet with a native. They are force to use their speaking skill to communicate with the other, especially with a native who use a foreign language Automatically, they will have a conversation by using English.

In this case the oral language is defined by Nunan in his theory He was classifying oral language which is attached in this figure below.

According to Nunan (1991), monologue is when one speaker uses the oral language for any length of time such as speeches, lectures, reading, news broadcasts, and the like, the hearer must process long stretches of speech without interruption Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional and fact information (transactional).

The most important of the types of oral language is students are able to speak or dialogue in interpersonal and proportional and fact information or transactional As Brown (2000 270) mentions :

"As you plan and implement techniques in your interactive classroom, make sure your students can deal with both interpersonal and transactional dialogue and that they are able to converse with a total stranger as well as someone with whom they are quite familiar."

**2.8.3 Elements of Speaking**

To be able to speak fluently, accurately and appropriately, it is not only supported by knowledge of language features but also the ability to process the information. There are elements of speaking that can support the speaking skill. If the learners or students have ability of the elements of speaking, so they will able to speak fluently. The elements of speaking are like proposed by Harmer (2002) :

1. Language Features

1. Connected speech: effective speakers of English need to able not only to produce the individual phonemes of English but also to use fluent 'connected speech’
2. Expressive devices: native speakers of English change the pitch ad stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.
3. Lexis and grammar spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performances of certain language functions.
4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

2. Mental or social processing

1. Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also covey the meanings that are intended.
2. Interacting with others : most speaking involves interaction with one or more participants.
3. Information processing quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.
	1. **Simon Says Movement**

There are several movements that we as spectators must do so as not to make a wrong move. It is motion movement with mind and focus on every inch. The moves we have are:

1. Raise/lower both hands
2. Put your left/right hand up/down
3. One step to go forward/left/right/back
4. Hand Position
5. Clap one to ten