THE APPLICATION OF SIMON SAYS GAME FOR VOCABULARY DEVELOPMENT IN THE FIFTH GRADE OF MI DARUL HUFFAZ LAMPUNG

(Undergraduate Thesis)

By

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ENGLISH EDUCATION STUDY PROGRAM
ARTS AND LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
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ABSTRAK

**APLIKASI GAME SIMON SAYS UNTUK PENGEMBANGAN
KOSAKATA DI KELAS LIMA MI DARUL HUFFAZ
LAMPUNG**

Oleh

Naila Faza

Penelitian ini mengkaji pengaruh permainan Simon Says terhadap pencapaian kosakata pada kelas V MI Darul Huffaz Lampung. Metode yang digunakan adalah desain kelompok pre-test dan post-test. Subjek penelitian terdiri dari 28 siswa kelas V A yang dipilih menggunakan sampling purposif. Instrumen yang digunakan adalah tes kosakata dalam bentuk pilihan ganda, mencocokkan gambar, dan huruf acak. Tes berfokus pada kata-kata isi seperti kata benda (bagian tubuh) dan kata kerja aksi (yang relevan dengan materi). Data dikumpulkan melalui pre-test dan post-test. Data kemudian dibandingkan untuk menguji apakah terdapat perbedaan yang signifikan secara statistik. Hasil menunjukkan bahwa terdapat efek signifikan dari permainan Simon Says terhadap pencapaian kosakata siswa, dengan tingkat signifikansi 0,05 ($p < 0,05$). Hal ini menunjukkan bahwa permainan Simon Says efektif dalam membantu siswa meningkatkan pencapaian kosakata mereka.

Kata kunci: Permainan Simon Says, pengembangan kosakata, siswa kelas lima, penelitian kuantitatif, kata benda dan kata kerja

ABSTRACT

THE APPLICATION OF SIMON SAYS GAME FOR VOCABULARY DEVELOPMENT IN THE FIFTH GRADE OF MI DARUL HUFFAZ LAMPUNG

By:

Naila Faza

This study explores the effect of the Simon Says game on vocabulary achievement in the fifth grade of MI Darul Huffaz Lampung. The method used was a pre-test and post-test group design. The subjects consisted of 28 students from class V A, selected using purposive sampling. The instrument used was the vocabulary tests in the form of multiple-choice, matching pictures, and scrambled letters. The test focused on content words such as nouns (parts of the body) and action verbs (relevant to the material). The data were collected through the pre-test and post-test. They were then compared to test whether or not there were statistically significant differences. The results showed that there was a significant effect of the Simon Says game on students' vocabulary achievement, with a significant level 0.05 ($p < 0.05$). This suggests that the Simon Says game effectively facilitates students to improve their vocabulary achievement.

Keywords: Simon Says game, vocabulary development, fifth-grade students, quantitative research, noun and verb

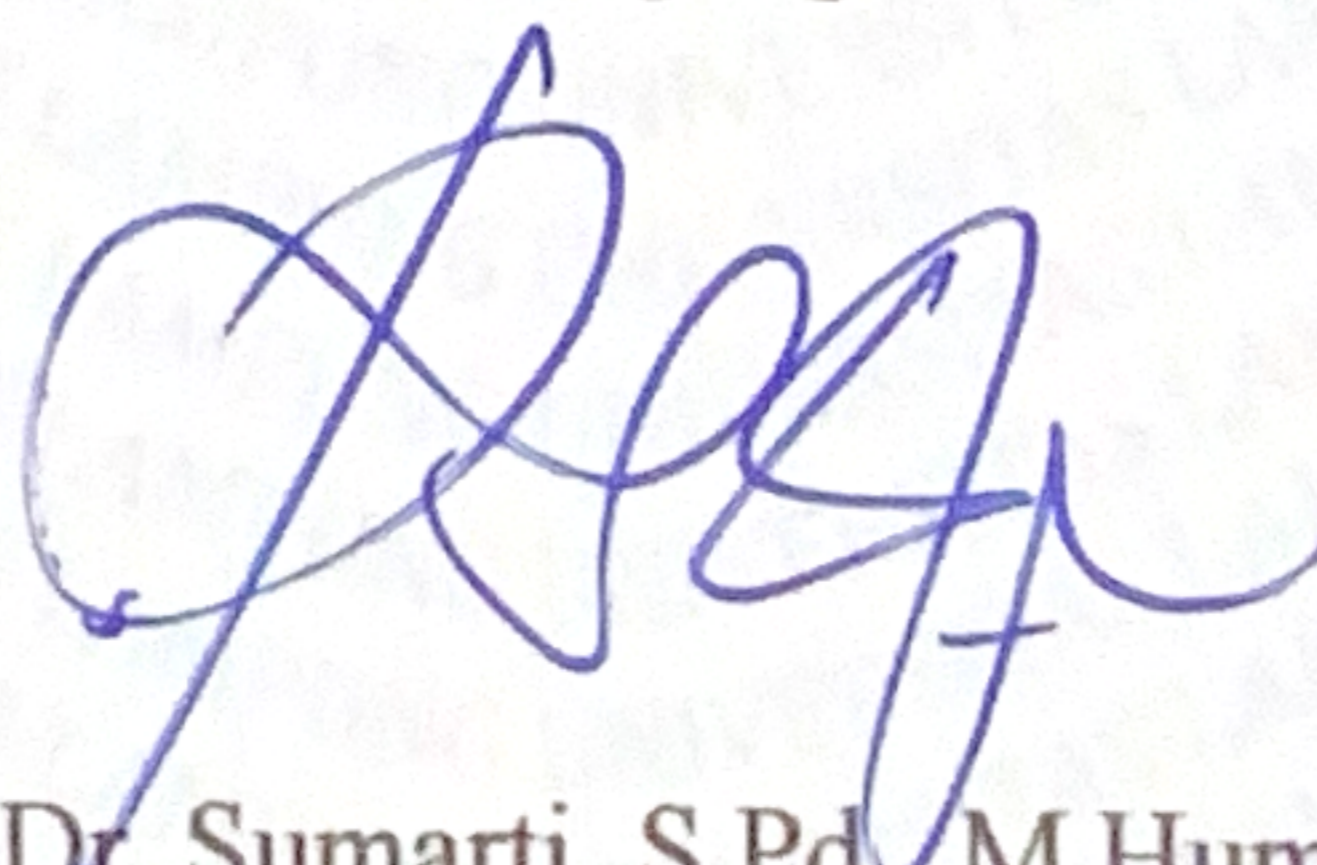|		
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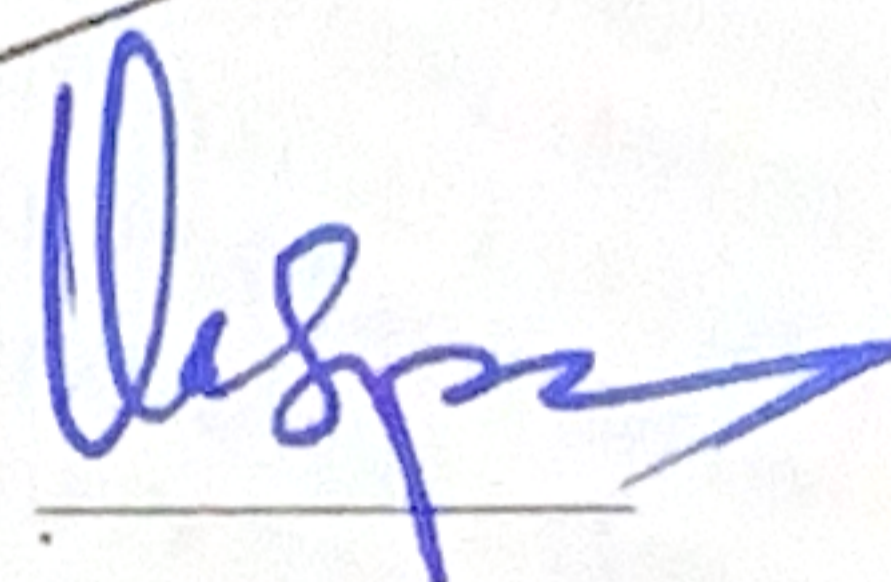NIP 19700318 199403 2 002

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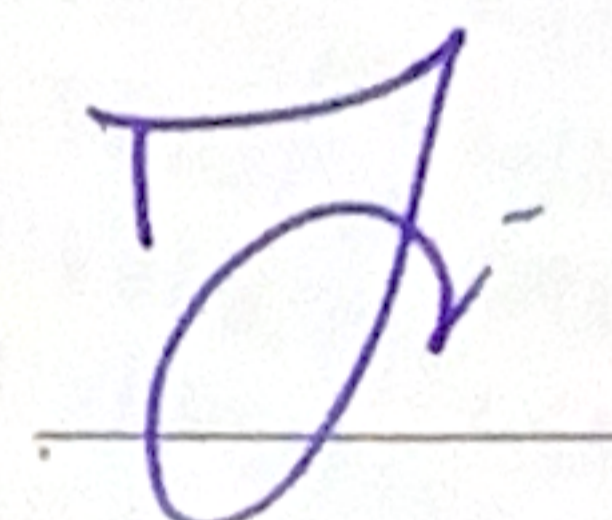
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 26 Agustus 2025

Yang membuat pernyataan,

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CURRICULUM VITAE

Naila Faza was born in Tangerang on August 28, 2003. She is the second child of four siblings, daughter of Mr. Suyitno, A.Md.RO. (deceased) and Mrs. Wahyuni. She has one older brother, Ilham Maulana, and two wonderful younger siblings, Radiva Alzena Badzlin and Muhammad Habiebi Al-Qisthi Khan.

She began her formal education in 2008 at TK Islam Ibunda Tangerang. In 2009, she moved to Bandar Lampung following her father's work and continued her studies at SD Negri 1 Rawa Laut Bandar Lampung, completing it in 2015. She attended Mts Darul Huffaz Pesawaran for junior high school and graduated in 2018.

She enrolled at MA Darul Huffaz Pesawaran for her senior high school education, where she studied until 2021. During her school, she was active as a member of OSPDH (Organisasi Santri Pondok Pesantren Darul Huffaz) in the arts division. She was later appointed as the head of the division. In this role, she developed leadership skills, event management, and creativity in the arts.

In 2021, she was admitted as an English Education student at the University of Lampung. Throughout her university years, she actively participated in student organisations. The first membership was in SEEDS (Society of English Education Department Students) in the religion division in 2022. In 2023, she joined HMJPBS (Himpunan Mahasiswa Pendidikan Bahasa dan Seni) as a member in the media information division, honing her communication, media, management, and practical dissemination skills. Outside campus, she volunteered at SAN Lampung (Senyum Anak Nusantara chapter Lampung), enhancing her social skills and teamwork.

MOTTO

"Allah does not burden any soul beyond its capacity"

(QS. Al-Baqarah: 286)

"So, surely with hardship comes ease. Surely with 'that' hardship comes 'more' ease."

(QS. Al-Insyirah: 5-6)

"To my future self, it's okay if you don't turn out the way you want to be, because I will always be the one who loves and supports you the most. So how about it? Can you say every day that you appreciate and love your own self?"

"TosTos, fighting!"

(Leehan – BND)

DEDICATION

In the name of Allah SWT, the writer sincerely dedicates this thesis to her beloved parents, Mr. Suyitno, A.Md .RO. (deceased) and Mrs. Wahyuni, whose endless love, support, and prayers have been her greatest strength throughout this journey. To her younger siblings, thank you for always being a source of encouragement and inspiration. The writer would also like to dedicate this work to her lecturers and friends at the University of Lampung, who have provided valuable guidance and motivation. Lastly, to all those who have supported the writer directly or indirectly, your kindness and assistance have made this achievement possible. May this thesis be a small reflection of gratitude for all the support and a stepping stone for future aspirations.

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The writer understands that this thesis may not be perfect and could contain some errors or weaknesses. Therefore, the writer sincerely welcomes any constructive feedback or suggestions to help improve it.

Bandar Lampung, 24 Juli 2025
The writer,

Naila Faza

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I.   INTRODUCTION

Vocabulary development is crucial to language acquisition, particularly for young and second language learners. Educators seek engaging techniques to develop vocabulary learning, and game-based approaches have gained popularity. This study examines the effectiveness of the classic children's game "Simon Says" as a tool for vocabulary development.

1.1 Background of The Problem

The importance of vocabulary in language proficiency cannot be overstated. Nation (2000) Emphasizes that vocabulary is essential to language acquisition because it determines how much a person can use language effectively in everyday and academic situations. Traditional methods of vocabulary instruction, such as rote memorization and decontextualized word lists, have been criticized for their lack of engagement and limited long-term retention (Schmitt, 2000).

Vocabulary is a key requirement for assisting learners in mastering English (Khan et al., 2018). According to Wright et al. (2006)Language structure is the skeleton of language, and vocabulary is the vital organ and flesh. Learning a language will be successful if the vocabulary is learned and understood.Therefore, students should learn as much vocabulary as possible when learning English because it will help them master the language (Menken, 2010).

This study focuses on young learners, primarily fifth graders, at a critical developmental stage in vocabulary acquisition. Children have rapidly developed cognitive abilities and a high curiosity at this age, but still need fun and interactive learning methods and techniques. Fifth graders are generally in the transition phase from "learning to read" to "reading to learn", so vocabulary development becomes

very important to support their understanding in various subjects. The "Simon Says" game was chosen as a learning technique because it incorporates kinesthetic, auditory, and visual elements that suit the diverse learning styles of children of this age.

According to Cameron (2001)Young learners generally refer to children aged 5 to 12 years. Meanwhile, Piaget, in his cognitive development theory, places children of this age in the concrete operational stage, where they begin to think logically about concrete objects and experiences. Vygotsky (1978), with his socio-cultural development theory, emphasizes the importance of social interaction in young learners' learning. Understanding these young learners' characteristics and special needs is crucial in designing effective learning methods and techniques appropriate to their developmental stage.

Several theoretical frameworks support the use of games in language learning. For instance, Krashen's (1982) Affective Filter Hypothesis suggests that learners are more receptive to language input when anxiety is low and motivation is high – conditions that well-designed games can create. Similarly, Vygotsky's (1978) The Zone of Proximal Development concept aligns with how games can scaffold learning experiences, allowing learners to progress at their own pace.

Several previous studies have demonstrated the effectiveness of vocabulary learning by using games for language learners, especially young ones. The first previous study was done by Humairoh et al. (2023) in their study "The effectiveness of Simon says game to improve students' vocabulary mastery in learning English," they examined the effectiveness of the Simon Says game in enhancing English vocabulary mastery among junior high school students, finding that the game increased both vocabulary retention and student engagement in the learning process.

Felogau's (2018) second study, "The Effectiveness of Simon Says Game in Teaching Vocabulary to the Second Year Students of SMP Negeri 1 Palopo," shows that the use of the Simon Says game improves students' vocabulary achievement;

the students' results in the post-test show this.

Another previous study was done by Dalimunte (2018) In her study "The Implementation of Simon Says Game to Improve Students' Vocabulary Mastery in Learning English at MTs. Laboratorium UIN-SU Medan," she found that the Simon Says Game is effective in improving the vocabulary mastery of students in class VII MTs. UIN-SU Medan Laboratory. The results showed an increase in the average score from 44.75 in the pre-test to 80.5 in the post-test of cycle II, as well as an increase in student participation and enthusiasm during the learning process.

These studies consistently show that Simon Says is an effective game for vocabulary instruction, creating a fun, interactive, and physically engaging learning experience. Therefore, based on the previous studies above, it can be seen that those earlier studies differ from what the researcher has done. This study aims to fill this gap by investigating the effectiveness of the Simon Says Game in teaching vocabulary, especially teaching nouns (parts of body) and action verbs (relevant to material) for grade 5 students at MI Darul Huffaz Lampung, while all of the previous studies have been conducted in junior high school. So, no research has been done on young learners, especially grade 5 elementary school students.

Furthermore, in the school where this research was conducted, the learning techniques tend to be monotonous and depend more on textbooks as the primary source. This caused the learning process to be less interesting and did not involve the active participation of students, especially in vocabulary learning. As a result, students often experienced difficulties in remembering and using new vocabulary effectively. Therefore, the Simon Says game was chosen as an alternative learning technique that is more interactive and fun. This game encourages students to participate actively, making the learning process more dynamic and engaging.

This study sought to provide new insights into how such games can develop vocabulary acquisition by introducing an interactive game technique that has never been applied before in English language teaching activities in this school. The study has explored how the Simon Says game can be effectively integrated into the existing curriculum,

potentially increasing student engagement and the overall effectiveness of English vocabulary teaching at the primary school level.

1.2 Research Question

Based on the background above, this study was intended to answer the following research question: Is the application of the Simon Says game effective in developing students' vocabulary, especially nouns (parts of body) and action verbs (relevant to the material), in the 5th grade of MI Darul Huffaz Lampung?

1.3 Research Objective

Regarding the problem above, this research intended to find the following purpose: To analyze if applying the Simon says game in developing students' vocabulary is effective, especially nouns (parts of body) and action verbs (relevant to material), in the 5th grade of MI Darul Huffaz Lampung.

1.4 The Use of the Research

The researcher expected this research to be proper and would give benefits in the study of English theoretically and practically:

1. Theoretically

   This research is expected to help contribute to the development of English vocabulary teaching techniques. By examining the use of the "Simon Says" game, the researcher expects to contribute new insights into effective vocabulary instruction techniques for the school and the next researcher conducting such research in the future.

2. Practically

   a. For teachers: The study aims to equip educators with practical strategies for vocabulary instruction. Teachers are expected to gain valuable insights into implementing game-based techniques, specifically "Simon Says," to enhance their vocabulary teaching technique.

   b. For students: The researcher hopes learners will become more accustomed to interactive and engaging vocabulary learning

approaches. This familiarity may lead to improved retention and a more positive attitude towards vocabulary acquisition.

1.5 Scope of the Research

This research analyzed the effectiveness of applying the 'Simon Says' game in students' vocabulary development, especially nouns (parts of the body) and action verbs (relevant to the material), through a quantitative method. The subjects of this study were 28 students from the 5th grade (V A) of elementary school at MI Darul Huffaz Lampung. To assess the effect of this technique, participants took tests before and after the experiment to measure significant improvements in vocabulary mastery after applying the Simon says game. This research was conducted in six meetings, including a try-out test. The first meeting was a pre-test, the second to fourth were treatment sessions, and the fifth was a post-test.

1.6 Definition of Terms

In this research, several key terms frequently appear throughout the explanation of each chapter. To ensure clarity and a shared understanding, these terms are defined as follows:

1. Vocabulary

    According to Read (2000) Vocabulary refers to "the words of a language, including single items and phrases or chunks of several words which convey a particular meaning." It encompasses different types of words, including those used to name things (nouns) or describe actions (verbs).

2. Simon Says Game

    According to Wright et al. (2006), in their book "Games for Language Learning," the authors explain that the Simon Says game is an effective command-based game to improve listening skills and vocabulary comprehension through physical activity in a fun learning atmosphere. In the Simon Says game, students physically interact with words, which helps strengthen their understanding of the meaning and use of words, especially

action words (verbs) such as "run," "jump," or "sit." And nouns (parts of the body) such as "head", "eyes", or "knees".

II.   LITERATURE REVIEW

This chapter consists of the definition of teaching English for young learners, concepts of teaching English for young learners, definition of vocabulary, aspects of vocabulary, the Simon Says game, teaching vocabulary through the Simon Says game, vocabulary teaching procedure through the Simon Says game, and the advantages and disadvantages of vocabulary teaching through the Simon Says game.

2.1 Definition of Teaching English for Young Learners

Cameron (2001) defines Teaching English for Young Learners (TEYL) as a comprehensive and holistic process specifically designed for children's language acquisition. This approach introduces English through meaningful contexts and relevant situations, emphasizing the language's understanding and practical use. TEYL considers young learners' unique cognitive, linguistic, and social-emotional developmental stages, ensuring that language instruction aligns with their overall growth. This method goes beyond language teaching, aiming to support children's broader developmental needs while fostering their English language skills in an age-appropriate and engaging manner.

In this way, TEYL can be understood as an approach to English language teaching specifically designed for children, which considers their unique characteristics as learners, creates a supportive and enjoyable learning environment, and uses developmentally appropriate methods and techniques to facilitate effective and holistic English language acquisition.

2.2 Concepts of Teaching English for Young Learners

According to Cameron (2001), TEYL should focus on activities that emphasize meaning and the use of language in context. She emphasizes that children learn

better when language is presented in a meaningful and engaging way. Cameron also emphasizes the importance of creating a supportive and motivating learning environment, using games, songs, and stories to make language learning fun for children. Furthermore, she argues that the materials and activities in TEYL should be appropriate to children's age and stage of cognitive and linguistic development.

TEYL not only focuses on teaching English, but also considers the unique characteristics of children as learners. This approach recognizes that children have shorter concentration spans, are more energetic, and are more responsive to visual and kinesthetic stimuli than adults. Therefore, TEYL often involves using various learning media such as pictures, puppets, and real objects to aid comprehension. In addition, TEYL also emphasizes the importance of creating a safe and supportive learning environment where children feel comfortable experimenting with new language without fear of making mistakes. The approach also integrates English learning with other subjects and children's everyday experiences, helping them see the relevance of language in their lives.

2.3 Definition of Vocabulary

Vocabulary is a collection of words that a person knows and uses when speaking. Vocabulary is one of the main components of language proficiency that enables a person to communicate, convey ideas, and understand messages verbally and in writing. Vocabulary includes not only single words, but also phrases, idioms, and collocations that have specific meanings.

In literal terms, vocabulary is "a rundown or assortment of words or words and phrases, sometimes alphabetically organized and explained or defined." Thus, vocabulary is a list of words and phrases arranged alphabetically, and their meaning is explained.

Hatch & Brown (1995) say that vocabulary refers to a list or collection of words for a particular language or a list or collection of words that may be used by every speaker of a language that any speaker of the language may use. From this

statement, vocabulary can be defined as all the words known or used by everyone, and it is all the words in a particular language.

According to Nation (2000), vocabulary is an essential component in language learning that supports the use of language in the four language skills: listening, speaking, reading, and writing. Nation emphasizes that good vocabulary mastery involves not only the number of words known, but also a deep understanding of the meaning and use of those words in different contexts.

As stated above, vocabulary mastery is not just about memorizing lists of words but also about understanding context, connotative and denotative meanings, and the ability to use them appropriately in communication. Effective vocabulary learning involves various techniques, such as contextual learning, the use of visual media, games, and repeated practice.

In addition, vocabulary also develops over time through social interaction, reading, and life experiences. Therefore, vocabulary development should be integral to language learning so that a person's language skills can improve comprehensively.

2.4 Types of Vocabulary

In language learning, vocabulary is the primary foundation that enables a person to understand and use language effectively. Vocabulary is not just a list of words, but includes various types based on how words are understood and used in communication. In linguistic and grammatical studies, parts of speech or word classes are word categories grouped based on their function and role in sentence structure. According to Crystal (1997), a leading linguist, parts of speech are word classes with similar grammatical properties and function in the same syntactic patterns. Crystal categorises the main parts of speech in English into nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

Furthermore, Chomsky (1965), a leading figure in generative linguistics, emphasises the importance of parts of speech in understanding sentence structure and meaning formation in language. According to Chomsky, grouping words into

parts of speech allows for a systematic analysis of the grammar and syntax of a language.

In general, the most commonly used and taught parts of speech include:

1. **Noun**

   A noun is a word used to refer to people, places, things, or ideas. Nouns can be common nouns, such as teacher or city, or proper nouns, such as John or London. Nouns usually function as subjects or objects in sentences.

2. **Pronoun**

   Pronouns replace nouns to avoid repetition. Examples include he, she, they, and it. Pronouns facilitate communication by referring to people or things already mentioned.

3. **Verb**

   Verbs express actions, events, or states. Examples include run, eat, and is. Verbs are an essential part of sentences because they show what the subject is doing or the subject's condition.

4. **Adjective**

   Adjectives provide information or descriptions about nouns or pronouns. Examples include beautiful, red, and tall. Adjectives help clarify and enrich information about an object or person.

5. **Adverb**

   Adverbs describe verbs, adjectives, or other adverbs. Examples include quickly, very, and yesterday. Adverbs explain how, when, where, or how often an action occurs.

6. **Prepositions**

   Prepositions connect nouns or pronouns to other parts of a sentence to indicate time, place, or direction. Examples include in, on, at, and under

7. **Conjunctions**

   Conjunctions connect words, phrases, or clauses. Examples include and, but, or. Conjunctions help form complex sentences and clarify the relationship between parts of a sentence.

8. **Interjection**

    Interjections are words or expressions that express feelings or spontaneous reactions, such as "wow!, oh!, ouch!". These words usually stand alone and are not directly related to the structure of the sentence.

This study focuses on vocabulary mastery at two main word classes: nouns (parts of the body) and action verbs (relevant to material). Nouns refer to the names of people, places, objects, or concepts, while action verbs describe actions or activities performed by the subject. According to Nation (2000), vocabulary learning requires both quantity (repetition) and quality (deep processing). Therefore, mastery of vocabulary in the form of nouns and action verbs is very important to support the improvement of students' vocabulary in English.

A study by Pramesti (2015) shows that the basic vocabulary most commonly mastered by students consists of five types: verbs, nouns, adjectives, adverbs, and pronouns. Among these types, nouns and verbs occupy the dominant position as the first words children acquire. This indicates that mastery of nouns and action verbs is crucial as the foundational basis in language learning, as these two of word types are the primary elements in constructing sentences and effectively conveying meaning.

2.5 Aspects of Vocabulary

According to Nation (2000) vocabulary knowledge encompasses several interconnected aspects that are crucial for effective language use. These aspects include:

1. **Meaning**: Meaning includes the relationship between a word's form and its concept or reference in the real world, as well as associations related to that word. This means that learners must understand the meaning of the word, the concept it represents, and the relationship between it and other words in their minds. Knowledge of meaning helps learners understand the message being conveyed and avoid misunderstandings.

In this study, many questions (From the worksheets) asked students to choose words based on their meaning, such as selecting the correct body part, the meaning of action verbs, or matching words with pictures. This tested students' understanding of the meaning of words in context.

2. **Form**: The form aspect covers how the word is pronounced (spoken form), written (written form), and its morphological structure (morphology). This means that learners must recognize the sound of the word, its spelling, and the parts that make up the word, such as prefixes, suffixes, or changes in word form (e.g., past tense verbs). Mastering form is essential so learners can recognize and correctly produce words in both spoken and written communication.

   In this study, the form aspect focused on the spoken form of vocabulary. Teachers introduced the pronunciation of new words through presentations, and students followed by repeating the pronunciation. This method helped students recognize and master the sounds of words accurately as a basis for vocabulary mastery.

3. **Use**: Use relates to how words are used grammatically and contextually. This includes the grammatical function of words in sentences, collocations (words that often appear together), and usage restrictions such as register (formal or informal), frequency, and social context. Knowledge of usage enables learners to use words appropriately according to the situation and purpose of communication.

   The use aspect in this study was reflected in several questions (In worksheet 2) that asked students to choose the appropriate word or action according to the context of the sentence or specific situation. For example, in question number 4 ("You can... a burger with your teeth"), students are asked to choose the most appropriate verb to describe the action of using a body part in daily activities. Similarly, in question number 9 ("Don't forget to…your body before playing football"), students must determine the appropriate

verb based on the context of the sporting activity. Questions like these require students to know the meaning of words and understand and apply their use appropriately in relevant situations.

2.6 Simon Says Game

In the context of Communicative Language Teaching (CLT), Simon Says is not just an ordinary teaching technique, but an interactive method that combines language learning with physical activities and fun games. In this way, students do not just learn passively, but are actively involved in the learning process through movements that reinforce their understanding of vocabulary and language structures. This aligns with the views of Larsen-Freeman (2011), who emphasizes the importance of using language in meaningful and communicative contexts, where Simon Says serves as an effective medium to bring these principles to life in daily teaching practices.

Furthermore, Wright et al. (2006) explain that Simon Says combines verbal instructions with physical responses, allowing students to demonstrate their understanding without producing complex spoken language immediately. This approach is particularly helpful for children who are still in the early stages of language learning, as they can learn more naturally and enjoyably. The learning environment created by this game feels light and joyful, motivating students to participate actively without fear or pressure.

The uniqueness of Simon Says lies in its ability to combine cognitive, physical, and emotional aspects into one learning activity. The physical movements students perform while following instructions help reinforce their memory of vocabulary, while the enjoyable game atmosphere enhances motivation and emotional engagement. As a result, language learning becomes more holistic and meaningful, not just about memorizing words but also connecting language with real-life experiences.

Additionally, Simon Says is highly flexible and adapts easily to students' needs and skill levels. Teachers can adjust the vocabulary and instructions according to the

learning material, allowing the game to be used repeatedly with different variations to maintain students' interest and enthusiasm. This approach supports communicative language learning, which emphasizes the use of language in relevant and practical contexts, enabling students to more easily apply the language they have learned in their daily lives.

2.7 Teaching Vocabulary Through the Simon Says Game

Teaching vocabulary through Simon Says games is a vocabulary teaching technique that combines elements of interactive games with principles of communicative language learning. The technique uses the structure of the Simon Says game to teach and reinforce the understanding and use of vocabulary in a meaningful and fun context. Through verbal instructions and physical responses, students engage in an active learning process that integrates listening, comprehension, and command execution skills. Larsen-Freeman (2011) Defines this technique as teaching vocabulary that combines communicative use of the target language with physical activity. They highlight that Simon Says in CLT focuses not only on introducing new words, but also on their use in interactions that resemble real communication situations.

The game also helps contextualize words, which, according to Schmitt (2000) improves vocabulary retention. Simon Says involves various learning modalities - auditory, visual, and kinesthetic - in line with Wright et al. (2006) Multiple Intelligences theory. The game element in Simon Says increases student motivation, in line with Krashen's (1982) theory on the importance of lowering the affective filter in language learning. The technique also allows differentiation for different proficiency levels and provides opportunities for formative assessment without formal pressure. Moreover, as expressed by Cameron (2001) Activities that actively engage students are essential in children's language learning. Thus, Simon Says offers a holistic approach to vocabulary teaching, combining effective learning with fun, which is crucial in motivating young learners.

2.8 Procedures of Teaching Vocabulary Through the Simon Says Game

Teaching vocabulary through the Simon Says game is a structured and effective series of steps to facilitate interactive and fun vocabulary learning. According to Slattery & Willis (2001) The vocabulary teaching procedure through Simon Says can be done as follows:

1. **Start with simple instructions**: Begin with simple instructions, such as "Simon says touch your head" or "Simon says clap your hands."

2. **Only follow if 'Simon says'**: Children should follow commands that start with "Simon says." If the instruction is given without this phrase, they should not act.

3. **Vary the instructions**: After children understand how to play, the teacher can vary the instructions by adding more actions, such as "Simon says, jump three times" or "Simon says, turn around."

4. **Include new vocabulary**: The teacher can use this game to introduce new vocabulary related to body parts, actions, or objects around the classroom.

5. **Increase the complexity**: Gradually increase the complexity of the instructions, for example, by giving two or more instructions in one command, like "Simon says, stand up and touch your toes."

6. **Encourage active listening**: Children should listen carefully to see if the command starts with "Simon says" or not. This helps to improve their listening skills.

7. **Give children turns to be Simon**: Once children are familiar with the rules of the game, allow them to take turns being "Simon" and giving instructions to their peers.

8. **Correct gently**: If a child makes a mistake by following the wrong command, correct them gently without making them feel embarrassed.

While "Simon Says" is traditionally used to improve listening skills, it can also serve as an effective tool for vocabulary development. By incorporating new words into the commands, such as nouns and action verbs, the game creates a fun and interactive way for children to learn and remember new vocabulary in context.

Through repetition and active participation, students not only improve their ability to follow verbal instructions but also reinforce their understanding and use of new words. The researcher aims to capitalize on these benefits, ensuring this game contributes to vocabulary development in early childhood students, specifically grade five students at MI Darul Huffaz Lampung.

2.9 Advantages and Disadvantages of Teaching Vocabulary Through the Simon Says Game

Using Simon Says games in teaching vocabulary has a few advantages and disadvantages that educators need to consider. According to Bakhsh (2016) in his journal entitled "Using Games as a Tool in Teaching Vocabulary to Young Learners", the use of games in the vocabulary learning process has various advantages and disadvantages.

2.9.1 Advantages

The use of games in vocabulary teaching has several advantages:

1. Makes the class more fun and maintains interest in learning.
2. Creates an atmosphere of meaningful communication before, during, and after the game.
3. Reduces students' anxiety and shyness.
4. Involves all four language skills: speaking, writing, listening, and reading.
5. Encourages students' active role and student-centered learning.
6. Develops social skills such as cooperation, sportsmanship, and polite communication.
7. Accommodates different types of intelligence (visual, interpersonal, kinesthetic)

2.9.2 Disadvantages

However, while games have their advantages, teaching vocabulary using games also has its disadvantages:

1. The class becomes noisy and disorganized as children move around and talk too much while being enthusiastic.
2. The teacher has difficulty controlling the class in this situation.
3. Students' attention is easily distracted, so teachers must choose creative and varied games to keep students focused.
4. Students tend to speak in their mother tongue, not the target language.
5. Time for drilling and practicing vocabulary is limited, so students can guess the meaning of words incorrectly.
6. There needs to be a balance between the type of game, the amount of vocabulary, time, and the use of the mother tongue.

Even though using games in vocabulary teaching has various advantages and disadvantages, Bakhsh emphasizes that by using games, young learners can have fun learning and remember all the vocabulary easily.

2.10 Theoretical Assumptions

Based on the literature review presented, it can be assumed that applying the Simon Says game can develop the vocabulary acquisition of grade five elementary school students. This assumption is based on the various aspects of vocabulary learning in this game, including the meaning, form, and use of words in context.

This technique aligns with language learning principles, emphasizing active engagement, contextualization, and repetition. Simon Says creates a fun learning environment, which can lower affective filters and increase students' learning motivation. Despite some potential challenges, the advantages offered by this technique are expected to offset its disadvantages if implemented well. Therefore, it could be expected that applying the Simon Says game effectively impacts the English vocabulary learning of grade five elementary school students.

2.11 Hypothesis

The research hypothesis is that "The application of the Simon Says game effectively develops students' vocabulary, especially nouns (parts of body) and action verbs (relevant to material), in the 5th grade (V A) of MI Darul Huffaz Lampung".

In this chapter, the researcher has explained the notions of each variable used and several other theories, such as the procedure, its advantages and disadvantages, the theoretical assumptions, and hypotheses.

III. METHODS

This chapter describes the methodology used in this study to investigate the effectiveness of the Simon Says game in teaching English vocabulary to grade five elementary school students. It provides the research design, variables, population and sample, instruments, data collection, data analysis, data treatment, and hypothesis testing.

3.1 Research Design

The researcher conducted a quantitative analysis using a group pretest-posttest design in this study. This design was used to answer the research question: Is applying the Simon Says game effective in developing students' vocabulary, especially nouns (parts of body) and action verbs (relevant to material), in the 5th-grade elementary school of MI Darul Huffaz Lampung? The students were given a pretest before conducting a treatment using the Simon says game to assess the participants' early vocabulary level. Then, a post-test was performed to measure vocabulary achievement. The research design could be represented as follows:

T1 X T2

T1 refers to the pretest that the researcher gives before teaching through the Simon Says game to measure the students' vocabulary achievement before they are given the treatment.

X refers to the treatment the researcher gives through the Simon Says game to improve students' vocabulary knowledge.

T2 refers to the post-test given after the researcher implemented the vocabulary teaching through the Simon says game, and to evaluate how far they have achieved after they were given the treatment.

This research design allowed the researcher to measure and compare students' vocabulary knowledge before and after applying the Simon Says game, helping to determine its effectiveness in improving English vocabulary among fifth-grade elementary school students.

3.2 Variable

Variables are defined as either dependent or independent variables to assess the influence of the treatments in this research. The independent variable is a significant variable that the researcher hopes to investigate; the dependent variable is the variable that the researcher observes and measures to determine the improvement of the independent variable (Hatch, E., Farhady, 1982). These are the variables:

X: Simon says game as a technique is the independent variable

Y: Vocabulary development as the dependent variable

3.3 Population and Sample

In this section, we discuss the population and sample used in the study. Population refers to the entire group that is the research subject, while a sample is the part of the population selected for analysis. We outline the relevant population characteristics and the sampling methods for selecting a representative sample.

3.3.1 Population

The population in this research was the 5th grade of MI Darul Huffaz Lampung students. There were two 5th-grade classes in the school, 5 A and 5 B. In this research, class 5 A was designated as the experimental class that received treatment, while class 5 B was used as the try-out class.

3.3.2 Sample

This study used purposive sampling techniques, with class 5A selected as the sample because it had more students (28 students) than class 5B (20 students), ensuring that the data obtained was more representative.

3.4 Instruments of The Research

A research instrument is a tool or facility that researchers use to collect data, making the work easier and the results better. It is more careful, complete, and systematic, making it easier to process.

The research instrument used in this study was a written test (a multiple-choice test, matching pictures, and scrambled letters). The test was held twice. Regarding its validity, the researcher used face, content, and construct validity, which means that the researcher made the test according to the curriculum in which the research was conducted.

3.4.1 Validity

According to Setiyadi (2006)Validity explains how well the collected data covers the actual area of investigation. It essentially means "measuring what is intended to be measured." The test measurement used face, content, and construct validity in this research.

a. Face Validity

According to Setiyadi (2006), face validity is a subjective judgment by experts to determine whether an instrument looks appropriate and relevant for measuring the intended concept. Based on appearance and content, it assesses whether the tool appears to measure what it should. This validation was done by consulting specialists who reviewed the instrument and confirmed its suitability and consistency with the evaluated construct.

b. Content validity

According to Setiyadi (2006), construct validity is the ability of a measurement tool to accurately assess the intended concept, ensuring its relevance to the attributes being measured. In this study, construct validity was tested to ensure that the items were consistent with the content words based on the curriculum and learning objectives (Parts of Our Body that Work Together) of the 5th grade at the school.

c. Construct validity

According to Setiyadi (2006), construct validity is the ability of a measurement tool to accurately measure the intended concept or construct theoretically, so that the instrument is relevant and appropriate for the characteristics of the attributes to be measured. In this study, construct validity was tested to analyze the suitability of the items with the content words that have been determined based on the syllabus and learning objectives.

Table 3. 1 Specification of Try-out Test Items

NO.	CONTENT WORDS	ITEM NUMBERS	TOTAL
1.	Noun	1, 2, 4, 6, 7, 9, 10, 13, 15, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 41, 42, 43, 44, 45	25
2.	Verb	3, 5, 8, 11, 12, 14, 16, 17, 19, 20, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 46, 47, 48, 49, 50	25
TOTAL		50	

Table 3. 2 Specification of Pre-Test Items

NO.	CONTENT WORDS	ITEM NUMBERS	TOTAL
1.	Noun	1, 2, 3, 7, 10, 11, 12, 13, 14, 15, 16, 17, 27, 29, 30	15
2.	Verb	4, 5, 6, 8, 9, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28	15
TOTAL		30	

Table 3. 3 Specification of Post-Test Items

NO.	CONTENT WORDS	ITEM NUMBERS	TOTAL
1.	Noun	1, 4, 5, 7, 9, 11, 12, 13, 14, 15, 16, 17, 27, 28, 29	15
2.	Verb	2, 3, 6, 8, 10, 18, 19, 20, 21, 22, 23, 24, 25, 26, 30	15
TOTAL		30	

3.4.2 Reliability

A reliability test was conducted using the split-half method with SPSS version 25 to evaluate the instrument's internal consistency. In this method, test scores were split into two groups, odd and even items, and the correlation between these two sets was calculated using the Pearson Product-Moment correlation coefficient. The resulting correlation was then adjusted with the Spearman-Brown formula to estimate the overall reliability of the instrument, ensuring that the items consistently measure the intended construct.

Table 3. 4 Reliability Statistics by Using SPSS 25

Correlation Between Forms		.725
Spearman-Brown Coefficient	Equal Length	.841
	Unequal Length	.841
Guttman Split-Half Coefficient		.841

The analysis results show a correlation between the two parts of the test (odd and even scores) of 0.725, indicating a reasonably strong relationship between the two parts of the test. After correction using the Spearman-Brown formula, the reliability coefficient of the instrument reached 0.841 for both equal length and unequal

length, which is classified as high reliability. Furthermore, the Guttman Split-Half Coefficient value was also 0.841, reinforcing the conclusion that this instrument has good internal consistency.

3.5 Item Analysis

Item analysis is conducted to evaluate the quality of test items by examining their difficulty level and discrimination power. The difficulty level shows how easy or hard an item is based on the proportion of correct answers, while discrimination power measures how well an item distinguishes between high and low achievers. This analysis helps ensure that the test items are adequate and appropriate for measuring students' vocabulary mastery.

3.5.1 Level of Difficulty

The difficulty level of a test item indicates how difficult or easy it is for test takers to give the correct answer (Heaton, 1975). To evaluate the complexity of each item, the researcher used the following formula:

$$\textbf{LD} = \frac{\textbf{U} + \textbf{L}}{\textbf{N}}$$

Notes:

LD = Level of Difficulty.

U = The number of students who answered correctly in the upper group.

L = The number of students who answered correctly in the lower group.

N = The total number of students.

The criteria of lever difficulty:

0.00-0.30 is difficult

0.31-0.70 is average

0.71-1.00 is easy.

Table 3.5 Difficulty Level of Test Item

No	Number Item Test	Computation	Criteria
1	43	0.00 - 0.30	Difficult
2	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 19, 20, 22, 23, 24, 32, 33, 34, 35, 37, 38, 39, 40, 41, 46	0.31 – 0.70	Average
3	1, 2, 13, 21, 25, 26, 27, 28, 29, 30, 31, 36, 42, 44, 45, 47, 48, 49, 50	0.71 – 1.00	Easy

As shown in Table 3.4 above, of the 50 items analyzed, only one (number 43) was classified as difficult, with a difficulty level of 0.00-0.30. A total of 28 items were classified as average (0.31-0.70), which was ideal for distinguishing between students' abilities. The remaining 21 items were classified as easy, with a difficulty level of 0.71-1.00 (Data in Appendix 6).

3.5.2 Discrimination Power

The discrimination index of an item indicates how effectively it distinguishes between high-performing and low-performing test takers. This index reflects whether students with high total test scores also tend to score high on specific items. The assumption is that total test scores accurately represent student ability (Heaton, 1975). To calculate discrimination power, the researcher used the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

DP = Discrimination Power.

U = Total of the correct answers of the upper group.

L = Total of the correct answers of the lower group.

N = Total number of students.

The criteria are:

DP = 0.00-0.20 is poor.

DP = 0.21-0.40 is satisfactory.

DP = 0.41-0.70 is good.

DP = 0.71-1.00 is excellent.

- (negative) is a bad item, and should be omitted.

Based on the result, 14 items were categorized as poor, 14 as satisfactory, 17 as good, 2 as excellent, and 3 as bad. The items classified as satisfactory, good, and very good were selected selectively, reducing the total number of items from 50 to 30 (See the data in Appendix 6).

3.6 Data Collecting

In collecting the data, the researcher used a test as an instrument. Then, the test was used to collect the needed data by implementing several techniques as follows:

a. **Pre-test**

The researcher once administered a pretest about nouns (parts of the body) and action verbs (relevant to the material) before beginning the treatment to teach vocabulary using the Simon Says Game. Students were given a question paper consisting of 30 questions (multiple-choice, matching pictures, and scrambled letters). After the students had completed it, the researcher calculated their score. The test assessed the students' vocabulary knowledge before the treatment.

b. **Treatment**

In this study, Simon Says game was used as a treatment for fifth-grade students in class A which was the experimental class at MI Darul Huffaz Lampung, to improve their vocabulary. The treatment was conducted in 3 sessions, each 60 minutes long, with the main material consisting of an

introduction and the use of nouns (parts of the body) and action verbs (relevant to the topic).

1) **First Meeting of Treatment**

At the beginning of the treatment, the teacher presented the material using PowerPoint, which contained 13 body part vocabulary words and action verbs. This PowerPoint was used as a brief teaching aid to make the lesson more varied, but the main focus remained on applying the Simon Says game.

The teacher introduced the Simon Says game in this first treatment session and explained its rules and mechanisms. The main rule of the game was that students only follow instructions that begin with the phrase "Simon Says," while instructions without this phrase must be ignored. The game started with simple instructions and gradually increased in difficulty. During the game, the learning atmosphere was highly interactive and enjoyable, so students appeared enthusiastic and motivated to participate actively. Out of 28 students, approximately half could correctly respond to the instructions given, while the rest were still confused, shy, or lacked confidence.

On the first day of the game, some students initially had difficulty understanding the rules, so the teacher provided more detailed explanations and allowed time for adaptation to ensure all students could follow effectively. At times, due to competitive spirit and not wanting to lose, some students requested to repeat the game, which did take longer.

After the game session ended, students were given a worksheet in the form of a short test to measure how well they had mastered the vocabulary taught. The teacher also randomly selected students to answer questions related to the vocabulary as a form of understanding

evaluation. Next, the teacher provided feedback on student participation and understanding during the lesson.

2) Second Meeting of Treatment

In the second meeting, to remind students of the previous material, the teacher asked several questions that stimulated students to repeat the vocabulary from the previous meeting. The teacher then showed a PowerPoint presentation containing 15 new vocabulary words about body parts and action verbs. These vocabulary words were introduced through pronunciation exercises, where students were asked to repeat the words after the teacher to improve their pronunciation.

Before starting the main game, the teacher explained the mechanics and rules of Simon Says again to ensure that all students understood how to play, especially those who might have forgotten. The Simon Says game in this session was divided into two rounds: the first round used vocabulary from the previous meeting, and the second round combined the new vocabulary that had been introduced today. The teacher gave simple instructions, then gradually sped up and complicated the game to increase the challenge and student engagement. For example, instructions such as "Simon says touch your shoulder!", "Simon says blink your eyes!", "Simon says sit down!", and invalid instructions such as "Move your hands!" that students must ignore.

During the game, the teacher monitored and provided feedback on students' understanding and responses to the instructions given. The Simon Says game has proven to be very effective in increasing student enthusiasm and participation. In this session, students also began to get used to the game pattern, making the learning process smoother and more interactive than in previous sessions.

However, several challenges need to be considered from this meeting. If the game lasts too long without variation, some students lose focus and motivation. Some students appear to be slacking off during the game. Some students still responded incorrectly to the game. In addition, a few students were still shy and lacked confidence. Therefore, the teacher needed to carefully manage the duration of the game and provide varied activities to keep all students motivated and fully engaged.

After the game ended, the students were asked to complete a multiple-choice worksheet containing questions about body parts and action verbs to assess their abilities. The teacher then provided feedback on the students' participation and understanding during the learning activity.

3) Third Meeting of Treatment

In the third session, which was the last meeting before the post-test, to reinforce the material, students were asked to review vocabulary from the previous session through a brief question-and-answer session, allowing them to revisit and reactivate the knowledge they had acquired.

After the review session, the teacher introduced 12 new vocabulary words related to body parts and action verbs using a PowerPoint presentation. Each vocabulary word was taught with correct pronunciation, and students were asked to repeat it aloud to practice their pronunciation skills. To ensure understanding, the teacher also demonstrated the meaning of each word through gestures, allowing students to connect the word with its meaning directly and contextually.

Before starting the main game, the teacher reminded the students of the rules and how to play Simon Says. In this session, the Simon Says game

was divided into two rounds. The first round only used the 12 new vocabulary words with simple instructions, while the second round combined all the vocabulary words from the previous three sessions, making the challenge more difficult. Because sometimes there are students who are a little too active, the teacher plays Simon Says in turns to ensure order, starting from the front row, then the second row, and so on. The teacher gave instructions with increasing speed and complexity, such as "Simon says touch your head and jump!", "Simon says laugh and clap your hands!", or invalid instructions like "Blink your eyes and sit down!" which students must ignore. In this session, almost all students were already familiar with the game, and their participation was better than in previous sessions.

After the game, the teacher provided feedback, highlighting common mistakes made during the game to improve students' understanding. To add excitement and variety, the teacher organized a team competition in the final round of Simon Says. The class was divided into two groups, each selecting a leader to carry out the instructions, while the other team members monitor mistakes. The team with the fewest mistakes is declared the winner, making the learning atmosphere more competitive and collaborative.

The teacher provided feedback on the students' performance during the game and emphasized key learning points to remember. Afterwards, students and the teacher reviewed all the vocabulary learned over the three treatment sessions, followed by a brief question-and-answer session to ensure students' understanding of the material.

The use of Simon Says as the core of the learning process proved effective in increasing student engagement and motivation. However, the researcher also noted that after several rounds of the game, some students began to feel bored. Therefore, the researcher added a quiz

activity using PowerPoint before distributing the worksheet to keep the learning environment engaging and challenging. Here, students were shown images of nouns (parts of the body) and action verbs (relevant to the material) and must guess the correct vocabulary words. This additional activity enhances students' ability to remember and actively use vocabulary and develops social skills and cooperation through interaction during the game.

c. Post-test

The researcher gave students a post-test about nouns (parts of the body) and action verbs (relevant to the material), similar to the pre-test given earlier at the beginning of the meeting. This post-test was given after the treatment to measure the difference in their vocabulary capabilities after being given the treatment. After students conducted the post-test, the researcher scored and made the results. In addition, the system and level of difficulty of the post-test are the same as the pre-test to determine the progress of students' vocabulary.

3.7 Research Procedures

The researcher implemented multiple steps to collect data for addressing their research question. The methodology that the researcher followed included these procedures:

1. **Selecting and determining the population and sample**

   The researcher selected one class in the elementary school as the sample for the research. The selected class was chosen as the experimental class.

2. **Giving a Try-out Test**

   The researcher administered a try-out test before conducting the pre-test by selecting another class as the try-out class. This initial test consisted of 50 questions aimed at testing the clarity, level of difficulty, and effectiveness of the questions. The try-out results were used to identify problematic questions and make the necessary revisions so that the test instrument would

be valid and reliable before being administered to the main research participants.

3. **Analyzing the try-out test**

The researcher eliminated and changed some questions that were not good for students according to the results of the validity and reliability of the questions.

4. **Giving a pre-test**

The pre-test was given to determine the students' vocabulary knowledge before administering the treatment. In this case, the researcher asked the students to answer the test, which consists of 30 questions.

5. **Treatment and arranging the teaching material**

The material selection process considers the material taught to the students and their proficiency level. For the vocabulary test, the researcher chose materials relevant to their studies. After conducting the pre-test, the students were given the treatment through the Simon says game.

6. **Giving a post-test**

The researcher gave the vocabulary test after the treatment. A post-test was used as an evaluation tool to measure the effectiveness of the treatment on students' vocabulary development. The form of the question to be tested was 30 questions, the same as the pre-test. To determine if there is a difference between before treatment and after treatment.

7. **Analyzing the data**

After the pre-test and post-test were conducted, the researcher analyzed the data.

3.8 Data Analysis

The data obtained after teaching vocabulary using the Simon says game as a tool was analyzed with IBM SPSS version 25 to answer the question: "Is the application of the Simon Says game effective in developing students' vocabulary, especially nouns (parts of body) and action verbs (relevant to material), in the 5th grade of MI Darul Huffaz Lampung?".

This research used the pre-test and post-test tests to measure students' vocabulary ability before and after the treatment was applied.

3.9 The Technique of Analyzing Data

The researcher used statistical methods to determine whether applying the Simon Says games effectively develops the vocabulary of fifth-grade elementary school students. Because the data in this study were not normally distributed, the researcher chose to use a nonparametric test, the Wilcoxon signed-rank test. This is a nonparametric alternative to the unpaired and paired t-tests (Bradley, 2001). Data analysis was conducted using SPSS version 25 to determine whether there was a significant improvement after treatment.

Based on the results of the normality test, the following significance values (p-values) were obtained:

- For the pre-test data, the Kolmogorov-Smirnov value was 0.042 and the Shapiro-Wilk value was 0.138. (Data in Appendix 8)

- For the post-test data, the Kolmogorov-Smirnov value was 0.000 and the Shapiro-Wilk value was 0.001. (Data in Appendix 8)

Since the Shapiro-Wilk significance value for the pre-test data is greater than 0.05 (p = 0.138), the pre-test data can be considered normally distributed. However, for the post-test data, both the Kolmogorov-Smirnov and Shapiro-Wilk significance values are less than 0.05 (p < 0.05), so the post-test data is not normally distributed. Therefore, further statistical analysis uses a nonparametric test, namely the Wilcoxon Signed Rank Test, to test the difference between the pre-test and post-test scores.

3.10 Hypothesis Testing

After collecting the data, the researcher analyzed it to determine whether there was an improvement in students' vocabulary achievement after being taught using the Simon Says Game. The researcher used a nonparametric Wilcoxon signed-rank test, conducted through SPSS version 25, to analyze the data.

The researcher formulates the hypothesis as follows:

- **H0**: The application of the Simon Says game does not effectively develop students' vocabulary, especially nouns (parts of body) and action verbs, in the 5th grade (V A) of MI Darul Huffaz Lampung.
- **H1**: The application of the Simon Says game effectively develops students' vocabulary, especially nouns (parts of body) and action verbs, in the 5th grade (V A) of MI Darul Huffaz Lampung.

The criteria of acceptance or rejection of a hypothetical test are:

- If the Sig (2-tailed) value < 0.05, then **H0** is rejected and **H1** is accepted.
- If the Sig (2-tailed) value ≥ 0.05, then **H0** is accepted and **H1** is rejected.

V.   CONCLUSIONS AND SUGGESTIONS

This final chapter focuses on two main points: the conclusions from the research findings and suggestions for English teachers and future researchers interested in conducting similar research.

5.1 Conclusions

Based on the research results, it can be concluded that the application of the Simon Says game effectively develops students' vocabulary, particularly nouns (body parts) and action verbs (relevant to the material), in the fifth-grade students at MI Darul Huffaz Lampung. The effectiveness of this technique can be seen from the significant improvement in students' learning outcomes between the pretest and posttest. After participating in the Simon Says learning activity, students demonstrated better vocabulary mastery in recognizing and using words related to body parts and action verbs daily. Additionally, the learning environment became more interactive and enjoyable, with students appearing more active, enthusiastic, and confident in participating in each activity.

This improvement in students' abilities is also reflected in the consistency of their learning outcomes after the intervention, where most students achieved higher grade categories. Thus, the Simon Says technique has proven not only to enhance general vocabulary mastery but also to have a positive impact on students' social aspects and learning motivation. Therefore, Simon Says can be recommended as an effective and enjoyable method for improving vocabulary mastery, particularly for nouns (body parts) and action verbs (relevant to the material), for elementary school students.

5.2 Suggestion

For teachers:

1. Teachers need to vary the Simon Says so that students do not get bored easily, for example, by changing the instructions, adding learning media, or combining it with other games.

2. Teachers must pay special attention to students who lack confidence by creating a supportive learning environment and praising their efforts. For example, in the game "Simon Says," teachers can start with small groups so students feel more comfortable and dare to participate. This approach helps students increase their confidence and active involvement in learning.

3. Manage students' energy by establishing clear classroom rules, including when it is time to play and listen, and make mutual agreements about behavioural boundaries. Implement effective classroom management techniques such as giving signals to get attention, using rewards for positive behaviour, and giving consistent consequences for disruptive behaviour, while involving students in rule-making so they feel responsible.

For Future Researchers:

1. Future researchers should develop pretest and post-test instruments with a broader range of question difficulty levels (easy, medium, and difficult). This is important so that the assessment of students' initial abilities is more accurate and proportional, and does not give the impression that students' vocabulary mastery is already high when it is still uneven.

2. It is advisable to examine the extent to which vocabulary acquired through Simon Says can be retained over a more extended period of time and compare it with other learning techniques or methods.

3. Considering the challenges of high student energy levels and the potential for class disruption, future researchers may explore effective classroom management strategies when using game-based learning and their impact on student learning outcomes and participation.

4. Conduct research at different grade levels, different schools, or with larger and more diverse samples to test the effectiveness and application of the Simon Says technique in a broader context.

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