AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING SIMON SAYS GAME TOWARDS THE STUDENTS' MASTERY ON THE ISLAMIC TERMS AT THE EIGHTH GRADER OF MTS MA'ARIF 22 MENGANDUNGSARI EAST LAMPUNG

By:

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Tarbiyah and Teacher Training Faculty

English Education Department

STATE ISLAMIC INSTITUTE OF METRO

1440 H / 2019 M

THE INFLUENCE OF USING SIMON SAYS GAME TOWARDS THE

STUDENTS' ISLAMIC TERMS MASTERY AT THE EIGHTH GRADERS

OF MTS MA'ARIF MENGANDUNGSARI EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements for Degree of Sarjana

Pendidikan (S.Pd) in English Department Program

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TARBIYAH AND TEACHER TRAINING FACULTY ENGLISH

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NOTIFICATION LETTER

Number   : -
Appendix : 1 (One) Bundle
Matter   : In order to hold the Munaqosyah of Rohmah Khoiriah

> To The Honorable,
> The Head of Tarbiyah Faculty
> State Institute of Islamic Studies
> (IAIN) of Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Rohmah Khoiriah
Student Number : 1501070112
Faculty   : Tarbiyah
Department   : English Education
Title   : The Influence of Using Simon Says Game towards the Students' Islamic Terms Mastery at the Eighth Grader of MTs Ma'arif Mengandungsari East Lampung

It has been agreed so it can continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.
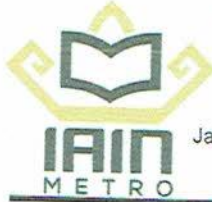
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NOTA DINAS

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Of Rohmah Khoiriah

Assalamu'alaikum, Wr. Wb

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Name   : Rohmah Khoiriah
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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

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APPROVAL PAGE

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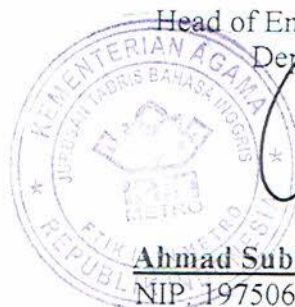
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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE INFLUENCE OF USING SIMON SAYS GAME TOWARDS THE STUDENTS' ISLAMIC TERMS MASTERY AT THE EIGHTH GRADERS OF MTS MA'ARIF MENGANDUNGSARI EAST LAMPUNG, written by Rohmah Khoiriah, student number 1501070112, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Saturday 13th July 2019 at 09.30 am–11.30 am.

BOARD OF EXAMINERS:

Chairperson	: Dr. Dedi Irwansyah, M.Hum	(............)
Examiner I	: Drs. Kuryani, M.Pd	(............)
Examiner II	: Trisna Dinillah Harya, M.Pd	(............)
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ABSTRACT

By:

Rohmah Khoiriah (1501070112).

The Influence Of Using Simon Says Game Towards The Students' Islamic Terms Mastery At The Eighth Grader Of Mts Ma'arif Mengandungsari
English Department Program
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The purposes of this researched were to show that using Simon Says Game the students more interested in the learning process and make them easier to understand the meaning of Islamic terms at the eight graders of MTs Ma'arif Mengandungsari East Lampung. The researcher had outlined the problem in this research that focused on Islamic terms mastery. It is related on the problem identification that the students Islamic terms is low, they get the difficulties to memorize the terms. They always feel bored in in the learning process.

In this research conducted a quantitative,; the characteristic of the writer is correlated at eight graders of MTs Ma'arif Mengandungsari. The population of this research consist of 20 students. The sample is class VIII A grader of MTs Mengandungsari. The established through the purposive cluster sampling technique.

Finally, the pre-test just 30% students who can fulfill the minimum score. It can say that the result of pre-test was unsatisfactory. Then, in post-test there are 70% students that can fulfill minimum mastery criteria (MMC) and mean of the post-test is 69. The result of data analyze from t-test formula illustrates that $t_{observed}=$ The degree of freedom is 2. Therefore, the values of f_t 5% is 5.99 and 1% is 9.21.Based on the data above, its mean that "f_o" higher than "f_t" or it can be written as 5.99<20> 9.21. Thus, it means that there is a significant influence of using Simon Says Game toward the students Islamic terms mastery at the eight graders MTs Ma'arif Mengandungsari EastLampung. The conclusion of the research Simon Says Game is one of the game can be used to teach Islamic terms.

Keywords: *Islamic Terms Mastery, Simon Says Game*

ABSTRAK

By:

Rohmah Khoiriah (1501070112).
Pengaruh Penggunaan Simon Says Game Terhadap Penguasaan Istilah Islam Siswa Kelas Viii Mts Ma'arif Mengandungsari
Tadris Bahasa Inggris
Institut Agama Islam Negeri (IAIN) Metro

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Simon Says Gamemembuat siswa lebih tertarik dalam proses pembelajaran dan membuat mereka lebih mudah dalam memahami istilah-istilah Islam pada siswa tingkat VIII MTs Ma'arif Mengandungsari East Lampung. Permasalahan yang diangkat oleh peneliti dalam penelitian ini fokus pada penguasaan istilah Islam siswa. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa masih lemah dalam penguasaan istilah-istilah Islam, mereka mengalami kesulitan untuk mengingat istilah-istilah tersebut. Mereka selalu bosan pada saat proses pembelajaran berlangsung.

Penelitian ini merupakan penelitian kuantitatif, yang bersifat hubungan antara variabel pada murid kelas VIII MTs Ma'arif Mengandungsari. Populasi dalam penelitian ini berjumlah 20 siswa. Dan sampel yang diambil dalam penelitian ini adalah siswa kelas VIII A MTs Ma'arif Mengandungsari.Teknik pengambilan data sampel menggunakan teknik sampel secara berkelompok. Instrument penelitian yang digunakan yaitu test, dokumentasi, dan observasi.

Temuan penelitian ini adalah hasil pre-test adalah 30% siswa yang bisa memenuhi standar KKM. Hal ini dapat dikatakan phasil pre-test tidak memuaskan. Sedangkan hasil post-test ada 70% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 71.15.

Hasil analisa data dari rumus *t-test* menunjukkan bahwa t -observasi df= 2 oleh karena itu, dari f_t 5% 5.99 dan 1% 9.21. Ini artinya bahwa ada pengaruh antara Game Simon Says terhadap penguasaan istilah-istilah Islam siswa pada kelas VIII di MTs Ma'arif Mengandungsari. Kesimpulan bahwa Simon Says game merupakan salah satu game yang bisa di gunakan dalam pembelajaran istilah-istilah Islam
.
Kata Kunci : *Penguasaan Istilah-istilah Islam,Simon Says Game.*

MOTTO

<div dir="rtl">

..... وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَكُمْ ۖ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ
شَرٌّ لَكُمْ ۗ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ   {٢١٦}

</div>

"Perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you, And Allah knows while you know not".

It means that possitive thinking to Allah, because Allah knows which is best for you.

DEDICATION PAGE

This an undergraduate thesis is dedicated to:

First, thanks to my beloved family, especially my parents (Mr. Sumarno and Mrs.Sumarmi) who always support me in every condition.

ACKNOWLEDGMENT

Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish this research. Realizing that this research would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish this research soon, and always pray for me to be a successful person someday (amin).

Next, The greatest gratitude would also be addressed to :

1. Thanks for my beloved parents (Mr. Sumarno, S.Pd and Mrs.Sumarmi) who give me support spiritual and financial.

2. Thanks for the Head of English education department IAIN Metro Mr. Ahmad Subhan Roza M.Pd.

3. Thanks for both of my advisors, Dr. Dedi Irwansyah M.Hum and Trisna Dinillah Harya M.Pd within their activities, they were still willing to read my research.

4. Thanks for all of my lecturers who always guide me.

5. Thanks for all of teachers of MTs Ma'arif Mengandungsari who give me opportunity to conducted this research.

6. Thanks for all of my beloved friends in IAIN Metro (Nurlatifah, Novi Junita, Ema, Leni, Siti, Nurul, Lilik, Nia) who always give me supports, so I can finish this research.

7. Thanks for my lovely man Muhammad Khoirul Roziqin, S.Pd who always support me when I was down.

With limitation of ability of the writer, still many mistakes in writing and presentation items. Therefore, the writer apologizes hopefully this research can be benefit to all of us properly.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	: ROHMAH KHOIRIAH
Student Id	: 1501070112
Study Program	: English Education Study Program (TBI)
Faculty	: Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro,   June 2019
The Researcher

ROHMAH KHOIRIAH
St. Number 1501070112

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama	: Rohmah Khoiriah
NPM	: 13107537
Jurusan	: Tadris BahasaInggris
Fakultas	: Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkandalam daftar pustaka.

Metro,   Juni 2019
Yang Menyatakan,

ROHMAH KHOIRIAH
NPM. 1501070112

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CHAPTER I

INTRODUCTION

A. Background of the Study

A game is an important part of the learning process. By using games the teacher can encourage the students to learn effectively. The more interesting in the learning process because gamesmake them forget about their load. Sometimes the teacher applies games in the first, middle or the last learning to refresh the situation in the class.

Simon Says Game is one of the games in teaching learning. Simon Says Game is a classic game which is the teacher (Simon) gives command to the students to do various actions. In this games if the teacher says "Simon Says"at the beginning of an instruction the students must obey the teacher's instruction, but if the teacher gives command without says "Simon Says" in the beginning the students may not doing the instruction, if the students doing the instruction they are eliminated for that around.

Usually, some teachers and researchers use Simon Says Game to teach vocabulary, speaking and listening, and now the writer will use this game to teach Islamic term because the writer wants to try something new.

Moreover, the first problem there is that there many errors especially in the Islamic term, spelling, and pronunciation. The second problemis most students do not know the meaning of the Islamic term that is said by the teacher. Another problem is that the students' interesting in learning Islamic term is very low because according to them it is very difficult to memorize,

the students always forget the meaning of the words. Additionally, The writer found that the students there having lack of English Islamic term mastery, they often found the difficulties in getting a comprehension of the Islamic term.

Moreover based on the prasurvey on26[th]December 2018 at the eighth grader of MTs Ma'arif Mengandungsari. The score of the test of english is still low . It can be seen from the table below:

Table 1

The students' English result

No.	Score	Frequency	Category	Percentage
1.	<70	14	Failed	70 %
2.	≥70	6	Passed	30%
Total		20		100%

Source: The students' result of english test

The English standard score in this school is 70. Referring to the above table, it can be known that the students' Islamic term result is low. It indicates 14 students (70%) of them failed the test and 6 students (30%) of them passed the test.

Then, this fact invites the writer to investigate the factors of the problem faced by the students in learning Islamic the terms. As we know that Islamic termsare used quite often in the teaching-learning process, in a praying, speech, instruction to do better andto help the students in mastering the Islamic terms the writer usesSimon Says Game as a technique of teaching the Islamic terms.

There are many techniques to teachIslamic terms such as, by using songs, picture, game, etc. The first technique is by using songs which good for teaching Islamic terms by using tape, cassette, and song lyric as media; the obstacle in using this technique is rather difficult to appropriate Islamic terms in song's lyric. The second is by using pictures which fun for use teaching Islamic terms, it can make the students more enjoy. But this technique already researched by many researchers. The last is by using games which is the better choice for junior high school. The class will be more cheerful and joyful, and the students will not get bored. It will be easier for them to mastering their Islamic terms.

The use of Simon Says Game brings some advantages for the students. First, ingeneral, children are found in games. They always play games in their lives. Theyspend more free time to play. Second, games offer a natural communicationcontext among them. By playing games they more confidence in the class.Third, games help children to get a new phrase in the foreign language that they learn.

In the end, based on the above statements, the writer is intendedto conduct research the influence of using Simon Says Game towards the students' Islamic terms mastery.

B. Identification of the Study

According to what the writer wrote in the background of the problem about theinfluence of Simon Says Game toward the students' Islamic

termsmastery inlearning English at MTs Ma'arif 22 Mengandungsari.The identification of the problems involve:

1. Most of the students find it difficult to understand and to memorizeof theIslamic terms.

2. Most of the students difficult to learn Islamic terms.

3. Most students do not know the meaning of Islamic terms.

C. Formulation of the Study

Based on the problem above identification, the writer formulates the problem in this research as follows:"Is there any significantinfluence of using Simon Says Game towards the students' Islamic terms mastery?"

D. Objective and Benefit of the Study

1. The Objective of the Study

The objective of this study is to investigate whether there is a significant influence of using Simon Says Game toward the students' Islamic terms at the eighth grader of MTs. Ma'arif 22 Mengndungsari.

2. The Benefit of the Study

a. For the students

The students will be able to understand the meaning of Islamic terms by using Simon Says Game.

b. For the Teachers

The teachers will be able to make the students paying attention to the learning process by using game, especially Simon Says Game.

c. For the Other Researchers

The researchers will be able toconduct further researches about the influence of using Simon Says on the students' Islamicterms mastery especially in Islamic terms.

E. Prior Research

The writer takes a review of related researcher from another thesis as the principle or comparative in this research. The first, previous research was conducted by Polem in 2017 in Medan". The research design in this study was Action Classroom Research (CAR) design. Moreover, he discussed how to apply the Simon Says Game in students' vocabulary mastery, the result showed that the study indicated to provide of Simon Says Game can improve the students'vocabulary mastery.[1]

The second previous research was conducted by Puspita Nov-2018 at Pontianak, the research design in this study was Action Classroom Research (CAR) design. This research focused on students' participation in listening comprehension through Simon Says Game. Based on the finding and discussion of the research, the researcher drew a conclusion that students' participation in listening comprehension class improved using Simon Says Game.[2]

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[1] Abdul Muhsin Polem,*The Implementation Of Simon Say Game To Improve Students' Vocabulary Mastery In Learning English At Mts. Laboratorium UIN-Su Medan*, Faculty Of Tarbiyah Science And Teacher Training UIN– Sumedan As A Partial Fulfillment Of The Requirements For The Degree Of Educational Bachelor

[2]Winda Puspita, *Improving Students' Participation in Listening Comprehension Class Using Simon Says game,* English Education Program Language and Arts Education Department Teacher Training and Education Faculty Tanjungpura University Pontianak

The third, previous research was conducted by Citra in 2012 at Lampung" the research design in this study was Action Classroom Research (CAR) design. This research focused on students' speaking ability through Simon Says Game. Based on the finding and discussing of the research, the researcher drew a conclusion that teaching speaking through Simon Says Game contributes a positive effect to teaching performance, in the learning process the improvement also occur in students' participation.[3]

The fourth, previous research was conducted by Zahrohin 2016 at Cilegon" the research design in this study was An Experimental Research. This research focused on the effect of Simon Says Game toward students vocabulary mastery. Based on the finding and discussion of the research, the researcher drew a conclusion that there was effective in using Simon Says Game strategy toward students' vocabulary.[4]

The fifth, previous research was done by Dyah R on 2012 at Yogyakarta, the research design in this study was Action Classroom Research (CAR) design. This research focused on improving students listening skills. Based on the finding and discussion of the research, the researcher drew a conclusion that the use of interactive games is believed to be effective to

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[3]Agiska Prana Citra, *Increasing Students' Speaking Ability Through Simon Says Game At The Second Year Of SMPN3 Pringsewu,* The Language Art Department of Teacher Training and Education Faculty, Lampung University

[4]Aniatul Zahro, *The Effectiveness Of Simon Says Game Toward Students' Vocabulary At Second Grade Of Junior High School Of Al-Fath Cilegon,* English Department Faculty of Education and Teacher Training The State Institute Islamic Studies Sultan Maulana Hasanudin Banten.

improve students listening skills, and one of the interactive game that used is Simon Says Game.[5]

However, from the above study, there are similarities and differences from the previous ones. The similarities between the previous study and this study used Simon Says Game. Furthermore, The differences between the previous study and this study are: (1) the location and sample of the research, (2) the dependent variable, most the researchers use Simon Says Game to teach speaking, listening and vocabulary, but this study focuses on Islamic terms, because most Muslim learners lack in Islamic terms.

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[5]Aprilia Dyah, *Improving Students Listening Skills Through Interactive Game In The Seventh Grade At SMP N 2 Kalasan*, English Education Department Faculty of Languages and Arts State University of Yogyakarta

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Review

In this chapter, the writer discuss and elaborate some theories related to the study. The discussion focuses on the concept ofIslamic terms, the concept of Simon says game and concept of teaching Islamic terms through Simon Says game and the explanation of each sub-topic are as follow:

1. Concept of Islamic Terms

a. The Definition of Islamic Terms

As explained in the background of the study, Islamicterms take suchone of fundamentalrole in mastering English as a foreign language well. There aresomedefinitions of Islamic terms proposed by some experts.

First, according to KhammysehIslamic terms are religion language which has a deep meaning more than the speaker knows. They said thatthe content of Islamic terms depend on the context of its realistic estimations or it is to be important.[6]Second, according to Mehawesh and SadeqIslamic terms aredefinite language which uses and transfers in the same phraseologies, vocabulary, and belief.[7]

Third, according to Ali, the meanings of Islamic language should be handled in such a way that semantic justice is conducted. The English Islamic

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[6]Daoud Khammsyeh, "The problems in Translating Islamic Expression in Religious Occasions",*Journal of Education and Practice*, (Mu'tah University: Al Karak Jordan), Vol.6 2015

[7]Mohammad Issa Mehawesh and Alaeddin Sadeq, *"Islamic Religious Expressions in the Translation of Naguib Mahfouz Novel The beginning and The End"*, Research on Humanistic and Social Sciences,(Zarqa University: Jordan), Vol.4 2014

language related to two problems; misspelling, and mistranslation[8]. It means that the meaning of Islamic terms should be corresponding with the same phraseologies, culture, and belief.

Based on the above statements it can be concluded that Islamic terms are phrases or expressions which have deep intentions meaning in every word, so Islamic terms can be used in the same phraseologies and belief.

b. The Importance of Islamic Terms

First, according to Nuriman and Fauzan, the importance of Islamic terms areto add of moral values of students, it is also related to religion and belief.[9]Second, according to Ayuba Islamic terms are the language that includes in the Qur'an. Now, this languageis an important part ofthe semantic group spoken by many people and also can be understood by most of them.[10]Third, according tothe words used in the Quran directly express such meaning and reality, which helps to understand the cause of the divinity.[11]

Based on study above the writer conclude thatIslamic Terms are needed by most of the students,because Islamic terms are a tool for them tohelp them mastering in speech andIslamic story and it is clear that Islamic terms are the most important factors to Muslim learners of English as a foreign language even in all language. So, theteachers are expected to have an excellent way to make the student interested inlearning English Islamic terms.

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[8]Haja Mohideen Bin Mohamed Ali, *Islamic terms in contemporary English*, (2007).

[9]Nuriman and Fauzan, "*The Influence of Islamic Moral Values on the Students' Behavior in Aceh"*, Vol.17, 2017

[10]Mahmud Adesina Ayuba, *The Arabic Language:It is Relevance Nigerian Development,* European Scientific Journal, Vol.8 No 26, 2015

[11]Ali Muhammad Bhat, *Freedom of Expression from Islamic Perspective*, Journal of Media and Communication Studies, Vol.6, 2014, p.71

c. The Meaning and Use of the Islamic Terms

According to Mahmoud Ismail Saleh in the dictionary of Islamic words and expressions, there are many expression of the Islamic:

*1)Allahummaghfirlii;*Usually this expression is used in supplication, *2)Allahu'akbar;* (Allah is Greater or the Greatest)This expression means both greater in the comparative form and greatest, in the superlative form. It is said to remind one that no one is greater than Allah, therefore we should not fear any but Him, *3)'Astaghfirullaah;* I ask Allah for forgiveness. This is the shortest form of "Istighfaar".*4)Bismillah*; In the Name of Allah, it is sunnah to begin some activities by saying this terms, *5)Khusuu';* Humility, it is the attitude when show praying or supplicating, *6)Salaat al-Fardhu / al-fard;* Praying alone, usually this refers to performing alone the prayers which are normally held in congregation, *7)Tahliil*; Saying "Laa Ilaaha Illallaah" there is no God except Allah SWT, *8)Wuduu';* Ablution, washing the hands, rinsing the mouth, sniffing water and rinsing the nostrils, washing the face, washing the arms up to the elbow, wiping the head with wet hands and washing the feet.[12]

2. The Definition of Islamic Terms Mastery

a. Islamic Terms Mastery

First, according to Oxford Dictionary mastery is comprehensive knowledge or skill.[13]

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[12]Mahmoud Ismail Saleh, *Dictionary of Islamic Words and Expression,*(Maktaba Darussalam, 2011) 3 Edition, p.26-260
[13]Oxford Dictionary, (Oxford University Press, Second Edition), P.546

Second, according to Merriam Webster's mastery is a very high level of ability or experience.[14] Moreover, Mofareh said mastery means alot of knowledge or great abilitywhich makes someone a master in something.[15]On the other hand, Thomas and Erick defined mastery is a term used by many teachers and believe that they understand well.[16]

Based on the above definition, the writer defines mastery is a great skill or knowledge that people understand well about something.Islamic terms mastery is needed to express our Islamic ideas and to be able to understand other people saying about Islamic, and if the students mastering in Islamic terms they will often speak good words.

While here the Islamic mastery means that the great skill or knowledge of language and having the ability to completely control the Islamicwords that get. With the other words, the people who can be called a master of Islamic terms are the people who have the great skill of Islamic phrases and expressions and have the ability to use it in position as ideally as possible with each context. It means that mastery is an expertise of people in something, soIslamic terms are crucial to being mastered by the learner.

From the definition above can be concluded that Islamic terms mastery is an individual's great skill in using Islamic words of the language. So, it has to be considered that Islamic terms mastery is one of the needed components of language.

[14]Merriam-Webster's, Elementary Dictionary, (United States Of America, 2009), P.418

[15]Mofareh Alqahtani, *The Importance of Vocabulary in Language Learning and How to be Taught*, 26.

[16]Thomas R. Guskey and Erick M. Anderman, In search of a useful definition of mastery, EL Educational Leadership, Volume 71, Number 4, December 2013/January 2014, 1.

3. The Concept of Simon Says Game

a. The definition of Simon Says Game

TPR is nature method. Asher argue that taching second language should describe the process of naturalistic. Simon Says Game is the implementation of TPR method which suitable for young learners because in TPR the students directly involved in the learning process.[17]The Simon Says Game is used as a game for teaching Islamic terms because it is an effective game to solve the problem in Islamic terms.

First, According to Maria Ganuza Simon Says is an English traditional game that has become familiar insomeplace.[18] It means that mostof people have known of Simon Says Game.

Second, according toHirvonen et all Simon Says is the old game in which the teacher or Simon, give a command to people to do some actions.[19] It means that all of the students must imitiate the leader action.

Third, according to Ready Steady Book Simon Says Game is improves attention game which have one leader to give orders.[20]

Based on the statements above can be concluded that Simon SaysGame is a popular wayof teaching words and make the students active inthe learning process.That is why thewriter chooses this game to give effect

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[17]Margaret et all, *Total Psysical Response*,(Louis,2003), P.03

[18]Maria Ganuza Villanueva, *Learning English With Games In Infant Education*, (Universidad Publica de Navarra, 2013)P.32

[19]Annina Hirvonen, *Ecyc Game Book; Team Building Game, Energizers And Icebreakers From Youth Clubs Around Europe*, First Edition (Helsinki, 2009)P.23

[20]Bam, *Ready Steady Go, game book.*P.25

to the students' Islamic termsmastery in learning English at MTs Ma'arif 22 Mengandungsari.

b. The Role of Simon Says Game

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

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

1) First, theleader or Simonplays the role of Simon

2) He/she in front of the class. Simon explains the rules: " I am Simon. Iwill ask you to do some actions, and you should imitate my actions.

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

4) Then, If you do something without I said 'Simon says' in the beginning of an instruction, you eliminate this game." Sometimes Simon begins instruction with 'Simon says', and other time not.[21]Onlyneed one leader. He/she must try to cheat the member and find out if they really pay attention.

5) "Simon" could be changed to another name. This will make the game more fun.[22]

From the statements above it can be concluded that the role of SimonSays Game all of the students are expected of doing and performing

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[21]Annina Hirvonen, *Game Book,* P.26
[22]*Ibid*. Book Ready Steady, P.25

what SimonSays and students are not expected of doing and performing what Simon does notsay 'Simon Says' in the beginning.

c. TeachingIslamic Terms Through Simon Says Game

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

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

2) Simon only asks easy actions. For example, Simon Says, "saying".[23]

3) The teacher gives instruction while actually doing an action that may or may not be the same.So, the participants have to do what you say not what you do.[24]

4) The last person to be the winner in this game.[25]

d. The Advantages of Simon Says Games to Teach Islamic Terms

As we know that there are many techniques in teaching Islamic terms andgame can be one of them.Some experts say that games used for teachingIslamic have some advantages. Luu Trong Tuan & Nguyen Thi Minh Doan said that:

1) Games motivate learners

Games make the students motivating and entertaining are high.

2) Games improve learners' interaction

The game can stimulate and encourage students to enthusiastic in the activity since naturally, they want to win this game.

[23]Annina Hirvonen Et Al, Ecyc Game Book, (2009), P.21
[24]Penny Ur & Andrew Wright, Five-Minutes Activities, (Cambridge Universiti Press, 2002), P. 76
[25]Raymond I. Knight, The Game Children Play, (United Nations, 2003), P.29

3) Game increase learners' goal

Games prove to be a useful tool used regularly in the learning process. Games not only make learners a highly motivating, relaxing class, but also good practice for all language skill.[26]It means that games can help those who play to arouse their self-confidence.

In short, games are effective and efficient to reduce boredom in the class.Based on the above statement we can conclude that Simon Says as a game inlearning Islamic terms has advantages for teachers and students in the learning Islamic terms.

e. The disadvantage of Simon says Game

The disadvantage of this game is to give multiple commands at once. For example, possible instruction includes "take a pray". It meansthat the students find it difficult to follow the teacher commands.[27]

a teacher has to be fast-paced or it doesn't work, you have to remember allthe comments, use them all equally and make sure that the student is only doingthe actions at the appropriate time.

4. Theoretical Framework

The problem which is faced by the students in Islamic terms is difficult in memorizing the meaning of words. In other words, the students have a lack of Islamic terms and often felt bored in learning activities. So, the writer tries to offer a new Simon Says Game toward students' Islamic terms mastery. Simon Says Game is an alternative way in Islamic terms mastery.

[26]Luu Trong Tuan & Nguyen Thi Minh Doan, *Teaching English Grammar Through Games,* Vol.1, No.7 (Canada, 2010), p.69

[27]Shutterstock, Sing Out Loud: Using Music In The Classroom, (America, 2010)P.15

The student will be more fun and active in the teaching-learning process. The framework of this research procedure is illustrated in the following chart:

| One-Group Pretest | → | Simon Says Game | → | One-Group Posttest |
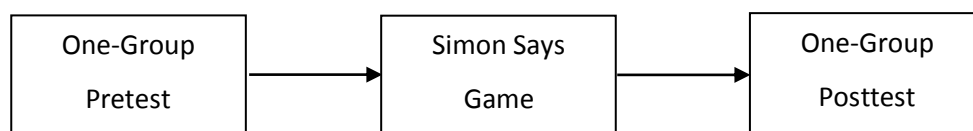
Figure 1. Theoretical Framework

However, in this design, there is any pretest before giving treatment. So the results of the agreement can be known accurately because we can compare the result before and after given a treatment. This design can be described as follows:

$$O_1 x \ O_2$$
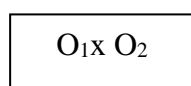
O_1 = Score*pretestbefore* using Simon Says Game

O_2 = Score*postestafter* using Simon Says Game

The influence of Simon Says Game toward the students in learning = (O_2 - O_1) this formula is T-test paired.[28]

5. Hypotheses

Two types of hypotheses which you should be familiar are the null hypothesis (H0) and the alternate (Ha) hypothesis. The null hypothesis always predicts that there will be no differences between the groups being studied. By contrast, the alternate hypothesis predicts that there will be a difference between the groups.[29] The criteria of the test of hypotheses as follow:

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[28]Sugiyono, Metode Penelitian dan Pengembangan, (Alfabeta Bandung, 2015),p.499
[29]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology,* (Canada: John Wiley & Sons, Inc., 2005), 8-9

a. Ho: The use of Simon Says Game (X) does not influence the Students' Islamic terms mastery (Y)

b. Ha: The use of Simon Says Game (X) does influence the Students' Islamic mastery (Y).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is quantitative research. This research will use one class. Moreover, The quantitative research is doing a pre-test, giving a treatment and doing the post-tes. The treatment is conducted after pre-test. The pre-test is intended to find out the students' prior knowledge of Islamic terms before giving the treatment, while the post-test is intended to find out the students' Islamic terms improvement after the treatment given.

The writer will conduct the research at the eight grade of MTs Ma'arif 22 Mengandungsari.

B. Population, Sample and Sampling Technique

1. Population

The population is all individuals of interest to the research.[30] The population of this research is the eight grade of MTs Ma'arif 22 Mengandungsari especially class A which consists of 20 students.

2. Sample

Geoffrey defined Sample is a subset of the population.[31]The samples in this research is A class which consist of 20 students in this sample.

3. Sampling Technique

The writer will use Cluster Sampling as a sampling technique in this research. In Cluster sampling, the sample units contain groups of elements

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[30]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology,* (Canada: John Wiley & Sons, Inc., 2005),p.18

[31]*Ibid.*p.18

instead of individuals members or items in the population.[32] In addition, this technique is not about personalities but about the group or class. In order that each member of the population in this research has an opportunity to become a sample.

C. The Operational Definition of Variables

An operational definition is specific to the particular study in which it is used.[33] Meanwhile, the variable is anything that can take on different values.[34]

Based on theabove statement, variables in this research consist of Simon Says Game and Islamic terms. The operational definition as follows:

1. Independent Variable (Simon Says Game)

Independent variable that is not related to the purpose of the study, but may affect the dependent variable is termed as extraneous variables.[35] Independent variable (X) in this research is the Simon Says Game. Simon Says Game is about bringing joy to teaching and learning in order to develop students' interest and motivate them to memorize.

This variable will be measured through observation to determine the Influence of Simon Says Game on students' Islamic terms mastery. Moreover, based on the above explanation that was an indicator of the Influence of Simon Says Game as follow:

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[32]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics,* (NewDelhi: New Age International (P) Limited Publisher, 2006), p 89

[33]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, p. 36.

[34]*Ibid.,* p. 42.

[35]C.R. Kothari, *Research Methodology: Methods & Techniques,* (New Delhi: New Age International (P) Ltd, Publisher, 2004), p. 34.

a. The students more active in teaching and learning Islamic terms when using Simon Says Game.

b. The students more confidence when standing in front of the class.

c. The students more interested in teaching and learning Islamic terms when using Simon Says Game.

2. Dependent Variable (Islamic Terms Mastery)

The dependent variable is called dependent because it is influenced by the independent variable.[36]Dependent variable (Y) of this research is the students' Islamic terms mastery.

This variable can be measured by using a test. It consisted of two kinds of the tests namely; multiple choices, and fill in the blank. Multiple choices consist of 20 questions, and oral tets consist of 5 questions. So, the test consists of 25 questions. There are some indicators that should be gain by students in this variable (Islamic terms) they are:

a. Students are able to answer questions correctly.

b. Students get more Islamic words.

D. Data Collection Method

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

1. Test

Tests have been developed and these aim to measure a wide range of individuals' skills, aptitude, traits, and behaviors.[37] A test is used for getting

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[36]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, p. 46.

data research result and students activities in teaching learning. There are two tests will use in this research as follows:

a. Pretest

The pretest will be given to the students before giving a treatment to measure prior knowledge of student's English Islamic terms. There are 25 questions will be given. Those questions are 20 of multiple choice, and 5 of oral test.

b. Posttest

After giving the treatment, the writer will give the posttest to the students to find out the result of the treatment whether the use of Simon Says Game is effective or not to enrich students' Islamic terms mastery. There are 25 questions will be given Those questions are 20 of multiple choice, and 5 of oral test.

2. Documentation

Documentation as the method which is used to get information from written language or documents (for examples: books, magazine, note, rule, and others). The instrument which will be used for documentation method is books, magazine, note, data from the internet, and others. The writer uses the documentation method to get some information about:

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[37]David Scott and Marlene Morrison, *Key Ideas in Educational Research*, (New York: Continuum International Publishing Group, 2005), p. 245.

a. The history of MTs Ma'arif 22 Mengandungsari.

b. The condition teachers of MTs 22 Mengandungsari

c. Organization structure of MTs 22 Mengandungsari

E. Research Instrument

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

1. Instrument Blueprint

The research instruments that will be used in this research are:

a. The instrument will be used is written Islamic terms test. It consisted of two kinds namely; multiple choices, and oral tetst . Multiple choices consist of 20, and oral is 5 items of questions. So, the test consists of 25 questions.

b. The instrument used in the documentation method is documentation guidance, as follow:

1) Documentation about the condition of the teachers in MTs 22 Mengandungsari

2) Documentation about the condition of the students of MTs 22 Mengandungsari.

2. Instrument Calibration

Instrument calibration is the scale of measurement that will be used to decide the instrument standard that will be used. Therefore, the writer will use an oral test and a written test. The writer will use content validity in order the

instrument has a good quality and the instrument would be relevant to the focus of the research.

F. Data Analysis Technique

In applying quantitative research to find out the differences between pre-test and post-test by using SPSS and t test formula.

The formula of t test below:

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. **GENERAL DESCRIPTION**

1. **Description of the Research Setting**

This reasearch was conducted at MTs Ma'arif 22 Mengandungsari, Sekampung Udik East Lampung. The school is an Islamic based school, the vision of this school is create the school that has good quality, good achievement and good attitude. This school' mission include: first, doing teaching and guiding effectively to increase students achievement. Second, create students to get good attitude and to be creative. Third, create students' discipline and responsibility. Last, create healthty environment.MTs Ma'arif 22 Mengandungsari located at Mengandungsari, Sekampung Udik East Lampung, Lampung province, Indonesia.

Below is the location of MTs Ma'arif Mengandungsari.

Figure 1.
The Location of MTs Ma'arif 22 Mengandungsari
a.   Interval Structure of MTs Ma'arif Mengandungsari

Tabel 2.
The Condition of the Teachers of MTs Ma'arif Mengandungsari

Pendidikan/Jurusan	Male	Female	Jumlah
S 2			
S 1 /Fakultas Tarbiyah	7	3	10
S 1 / Fakultas Syariah		1	1
S 1 / Fakultas Ushuludin			
S 1 / IKIP	1	2	3
S 1 / STKIP	1	1	2
D 3			
D 2 / SLTA	3		3
Jumlah			**19**

It can be seen in table 2 most of the teachers of MTs Ma'arif Mengandungsari are S1 degree holders, and the rest graduate from senior high school.
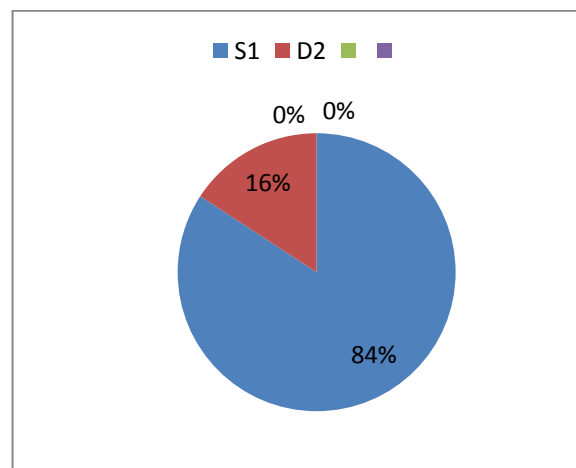
Figure 2.
The Teacher Condition

The figure above affirms that more than 80% teachers of MTs graduate from S1 programs and the other one graduate fro Senior high school. It means that the quality of the teachers of MTs is not bad.

2. **The Influence of Using Simon Says Game towards the Students' Islamic Terms Mastery**

   a. **Pre-test of the Result**

   The researcher conducted pretest to find out Simon Says Game towards the students' Islamic terms mastery in oral and written test before giving treatment. The result of preliminary test could be seen as follows:

Table 3. The Students' Pre-Test Result towards Islamic Terms Mastery at the Eighth Grader of MTS Ma'arif Mengandungsari

No	Student's Name	FL	Islamic VB	SC	Total
1	AS	15	21	10	46
2	AP	15	30	10	55
3	AR	17	27	12	56
4	AY	18	33	16	67
5	CN	16	30	19	55
6	DK	13	36	17	66
7	EZ	16	21	19	56
8	EM	15	33	17	65
9	EP	18	33	18	69
10	ES	15	24	15	54
11	FA	13	36	10	59
12	FL	11	33	12	56
13	FS	16	24	17	57
14	MM	14	30	12	56
15	MT	12	30	11	53
16	NS	13	27	16	56
17	PR	15	39	17	71
18	PS	13	27	12	52
19	SS	15	36	16	67
20	SU	11	33	12	56
Total					1172
Average					58.6
The Highest Score					71
The Lowest Score					46

Note :

FL= Fluency

VB = Vocabulary

SC= Students' Confidence

From the above data it could be found that the highest score was 71 and the lowest score was 46.

Total of interval class (I) in this research was 5. Then it was used to measure the data by presenting it on table of frequencies distribution below:

Table 4.
Distribution Frequency of Students' Pre-Test Result Towards Islamic Terms Mastery

Interval	Frequency	Percentages %
46 – 51	1 student	5%
52 – 56	11 students	55%
57 – 61	2 students	10%
62 – 66	2 students	10%
67 – 71	4 students	20%
Total	20 students	100%

Based on table above can be concluded that most of students of MTs Ma'arif get the low score in the pretest, most of them get score < 65. Only 1 student who get score more than 70.
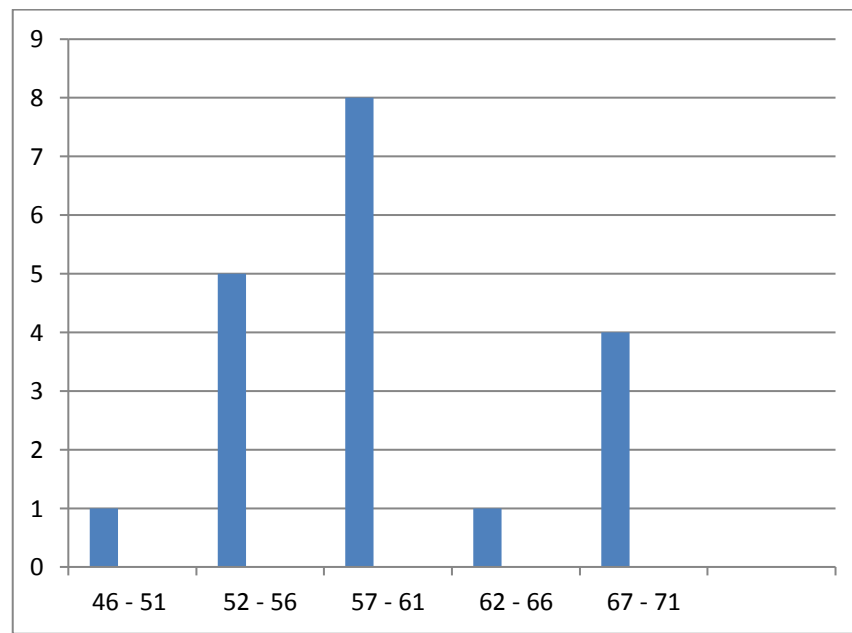
Figure 3.
The Result of the Students' Pre-Test Towards Islamic Terms Mastery

Furthemore, based on the table of frequency distribution above, it could be inferred that from 20 students as the sample of the research only1 student who had got the highest score, which is 71. The data revealed that 1 student got the score between 46 – 51 or as many 5%. Next, there were 11students got the score between 52 – 56 or as many 55%. There were 2 students who got the score between 57 – 61 or as many 10%. Meanwhile, there were only 2 students who got the score 62 – 66 or as many 10%. There were 4 students who got the score 67 – 71 or the other words as many 20%.

In summary, from the result of pre-test the researcher found the students' problem in learning Islamic terms. As a result, most of the students got the low score.

b. Post-test Result

After doing the pre-test result of Simon Says Game and Islamic terms in oral and written test, the researcher conducted a treatment of Simon Says Game to help the students still confidence in the class and make them easier to understand the meaning of Islmic terms. Beware of that, the researcher identify the students difficulty in oral and written test of Islamic terms, and offered concept Simon Says Game to know if there was positive and significant influence of it.

Furethemore, after the students in this class had been given the treatment of concept Simon Says Game and they had understood slready, the researcher gave the post test to measure their Islamic terms mastery in oral and written test. The result of post-test could be seen in tables:

Table 5.
The Students' Post-Test Result Towards Islamic Terms Mastery
Eighth Grader of MTS Ma'arif Mengandungsari

No	Student's Name	FL	Islamic VB	SC	Total
1	AS	17	30	15	62
2	AP	18	30	16	64
3	AR	17	27	18	62
4	AY	18	42	17	77
5	CN	17	42	19	78
6	DK	15	36	18	69
7	EZ	16	45	17	78
8	EM	15	48	15	78
9	EP	17	45	15	77
10	ES	14	51	14	79
11	FA	16	36	14	66
12	FL	13	45	16	74
13	FS	17	42	17	76
14	MM	15	45	14	74
15	MT	13	36	15	64
16	NS	14	39	17	70
17	PR	14	55	15	84
18	PS	17	27	16	60
19	SS	15	36	18	69
20	SU	13	33	16	62
Total					1423
Average					71.15
The Highest Score					84
The Lowest Score					60

Note :

FL= Fluency

VB = Vocabulary

SC= Students' Confidence

From the above data it could be found that the highest score was 84 and the lowest score was 60.

Total of interval class (I) in this research was 4. Then it was used to measure the data by presenting it on table of frequencies distribution below:

Table 6.
Table of Frequency Distribution of Students' Post-Test Result Towards
Islamic Terms Mastery

Interval	Frequency	Percentages %
60 – 64	6 students	30%
65 – 69	3 students	15%
70 – 74	3 students	15%
75 – 79	7 students	35%
80 – 84	1 student	5%
Total	20 students	100%

Based on the table above can be concluded that the score of the students in the post test is high, the students who get score > 65 is more than 65% of students.
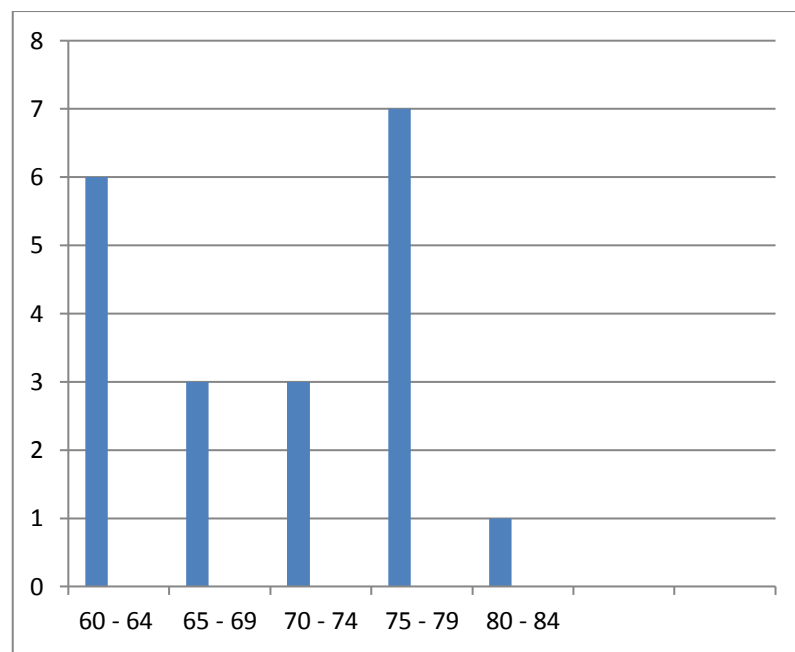
Figure 4.

The Result of the Students' Post -Test Towards Islamic Terms Mastery

Furthemore, based on the table of frequency distribution above, it could be inferred that from 20 students as the sample of the research only 1 students who had got the highest score, which is 84. The data revealed that 6

students got the score between 60 − 64 or as many 30%. Next, there were students got the score between 65 − 69 or as many 15%. There were 3 students who got the score between 70 − 74 or as many 15%. Meanwhile, there were 7 students who got the score 75 − 79 or as many 35%. There were 1 students who got the score 80 − 84 or the other words as many 5%.

In summary, the post-test result was categorized into sufficient category even though several students was still lack on Simon Says Game on Islamic terms mastery, but on the whole, there was certain influence to help the students get better understanding.

B. The Influence of Using Simon Says Game towards the Students' Islamic Terms Mastery at the Eighth Grader of MTs Ma'arif Mengandungsari

After applying Simon Says Game, the researcher analyzed the data by using SPSS in order to prove whether there was a positive and significant influence of using Simon Says Game on the students' Islamic terms mastery at the eighth graders of MTs Ma'arif Mengandungsari in academic 2018/2019, as follow (Ha) is accepted, if there was a positive and significant influence of using Simon Says Game on the students' Islamic terms. And (H0) was rejected, if there was no positive and significant influence of using Simon Says Game on the students' Islamic terms mastery.

1. **Prerequisite Test**

a. Normality Test

Normality test is a test which doing to determine the data that normal distribution. Statistic test that used to this test is kolmogrov and smirnov formula which is helped by SPSS aplication.

H0 : data comes from does not a normally population.

Ha : data comes from a normally distributed population.

Tabel 7.
The result of normality test by using SPSS

			hasil pretest	posttest
N			20	20
Normal Parameters[a]	Mean		58.6000	71.1500
	Std. Deviation		6.58067	7.22040
Most Extreme Differences	Absolute		.254	.153
	Positive		.254	.139
	Negative		-.135	-.153
Kolmogorov-Smirnov Z			1.134	.686
Asymp. Sig. (2-tailed)			.153	.734
Monte Carlo Sig. (2-tailed)	Sig.		.125[c]	.676[c]
	95% Confidence Interval	Lower Bound	.119	.667
		Upper Bound	.132	.685

Based on the above table can be concluded that :

1) Pretest sig = 0.153 > 0.05 then H0 is rejected and Ha is accepted. It means that the data comes from population that has normally distributed.

2) Posttest sig = 0.125 > 0.05 then H0 is rejected and Ha is accepted. It means that the data comes from population that has normally distributed.

b. Homogeneity test

Homogeneity test is a test which doing to determine the data that homogen distribution. Statistic test that used to this test is levene statistic: α 5%,which is helped by SPSS aplication.

H0 : data homogenous

Ha : data does not homogenous

Tabel 8.
The Result of HomogeneityTest by Using SPSS
Test of Homogeneity of Variances (pretest and post test)

Levene Statistic	df1	df2	Sig.
.835	1	38	.366

Based on the above table it can concluded that sig. $0.366 > 0.05$ then Ho is accepted. So the data has the same variant (homogen).

c. Hypothesis Testing

Hypothesis testing is doing to know whether there is any significant influence or not to the variable Y. Based on the testing normality and homogeneity it can be seen that the data is normal and homogeneous. So hypothesis testing which is used is one sample t test.

H0 : there is no significant influence of using Simon Says Game towards the students Islamic terms mastery.

Ha : there is any significant influence of using Simon Says Game towards the students Islamic terms mastery.

Table 9.
The Result of One Sample T Test

	Test Value = 60					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
hasil pretest	-.951	19	.353	-1.40000	-4.4798	1.6798
Posttest	6.906	19	.000	11.15000	7.7707	14.5293

Based on the above table can be concluded that sig.(2-tailed) of posttest is 0.000 < 0.05, so H0 is rejected and Ha is accepted. It means that there is a positive and significant influence of using Simon Says Game towards the students' Islamic terms mastery. It implies that the more a teacher uses Simon Says Game, the better the students' mastery on Islamic terms.

**Table 10. The Differences Score Between Pre-Test and Post-Test Students'
Islamic Terms Mastery at the Eighth Grader of MTs Ma'arif
Mengnadungsari**

No	Name of Students	Pre-Test Score (X^1)	Post-Test Score (X^2)	$D(X^1-X^2)$	$D(X^1-X^2)^2$
1	AS	46	62	-16	256
2	AP	55	64	-9	81
3	AR	56	62	-6	36
4	AY	67	77	-10	100
5	CN	55	78	-23	529
6	DK	66	69	-3	9
7	EZ	56	78	-22	484
8	EM	65	78	-13	168
9	EP	69	77	-8	64
10	ES	54	79	-25	625
11	FA	59	66	-7	49
12	FL	56	74	-18	324
13	FS	57	76	-19	361
14	MM	56	74	-18	324
15	MT	53	64	-11	121
16	MS	56	70	-14	196
17	PR	71	84	-13	169
18	PS	52	60	-8	64
19	SS	67	69	-2	4
20	SU	56	62	-6	36
	Total	$\sum X^1= 1172$	$\sum X^2=1423$	$\sum D= -251$	$\sum D^2= 4000$

Putting the above data and into the formula of T-test in order to get t-observed. Moreover, after putting the data above into formula t-test, the researcher got observed is 8.

C. Interpretation

1. Interpretation of "f-observed"

a. Interpretation of f_o to f_t as follows:

The critical value If f-observed was 20, the researcher interpreted it base on the question above. It can be known that there is significant influence

of Simon Says Game on students' Islamic terms mastery at the eight grade of

MTs Ma'arif Mengandungsari.

b. Statistical Significance

To know critical value of Chi-square (f_t), the researcher firstly counted

the df, df is degree of freedom. The formulation of d.f (degree of freedom) =

(c-1) (r-1), c is column and r is row.

= (3-1)(2-1)

= 2

The degree of freedom is 2. Therefore, the values of f_t 5% is 5.99 and

1% is 9.21.Based on the data above, its mean that "f_o" higher "f_t" or it can be

written as 5.99 <20> 9.21. It means that alternative hypothesis (Ha) is

accepted and null hypothesis (H0) is rejected. It can be said that there is

significant influence of Simon Says Game on students' Islamic Terms

Mastery at the eighth grade of MTs Ma'arif Megandungsari.

2. Interpretation of "t-observed"

a.   Interpretation of t-observed

If t-observed> t-table, Ha is accepted and Ho is rejected

If t-observed< t-table, Ha is rejected and Ho is accepted

The critical value If t-observed was 8, the researcher interpreted it

base on the question above. It can be known that there is significant

influence of Simon Says Game on students' Islamic terms mastery at the

eight grade of MTs Ma'arif Mengandungsari.

b. Statistical Significance

To know critical value of t-test (t-table), the researcher firstly counted the df, df is degree of freedom. The formulation of df=N-2, N is the number of the research population.

Df= N-2
=20-2
=18

In df 18 with t-table 5% is 0.468 and 1% is 0.590 with the t-obseved is 5. Based on the data above, its mean that "t-obseved" higher "t-table" or it can be written as 0.468<8>0.590 it can be inferred that alternative hypothesis (Ha) is accepted and null hypothesis (H0) is rejected. It means there is a positive significant influence of S imon Says Game on students' Islamic Terms mastery at the eight grade of MTs Ma'arif Mengandungsari.

D. Discussion

This research observed the students' at the eight grade of MTs Ma'arif Mengandungsari. The researcher used this class because they have difficulties in memorizing Islamic terms. So, based on the problem the researcher applied Simon Says Game to help students in learning Islamic terms.

The researcher assumed that teaching and learning with Simon says Game could help students in learning process, especially to memorize Islamic words because this game have a lot of advantage. The advantage of this game in lerning Islamic term sis the students more confidence in the class and make them easier in memorizing the tems.

In line of the research about Simon Says Game which was conducted by Puspita on November 2018 at Pontianak. This research focused on students' participation in listening comprehension through Simon Says Game. Based on the finding and discussion of the research, the researcher drew a conclusion that students' participation in listening comprehension class improved after using Simon Says Game. Next, previous research was conducted by Citra in 2012 at Lampung. This research focused on students' speaking ability through Simon Says Game. Based on the finding and discussing of the research, the researcher drew a conclusion that teaching speaking through Simon Says Game contributes a positive effect to teaching performance, in the learning process the improvement also occur in students' participation.

Based on the above study it makes this research more strengthen to was conducted. Then, Before conducting the research, the researcher administered pre-test in order to found out the basic performance of the students before treatment. The result showed that the highest score was 71 while the lowest was 46 and the average score was 58.6. After finishing the treatments, the researcher administered post-test. The result of the post-test showed that higher score was 84 while the lowest was 62 and the average score was 71.15.

As a solution in teaching Islamic terms the teacher have to gave some game to make the students interest and pay attention in order they did not bored

to catch the material. After the student interested, the material that given by the teacher would be understand by the students more easily.

Based on the discussion above, the researcher could take a conclusion that the students' Islamic terms mastery build up after they were taught with Simon Says. It was proved by the mean score of pre-test that build up from 58.6 before treatment up to 71.15 after treatment.

E. Limitation

This research was conducted in the eighth grade of MTs Ma'arif Mengandungsari. The subject of the research were the eighth grader in the academic year of 2018/2019. The choice of subject was Islamic terms mastery with Simon Says Game. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable the subject that learn by the students.

Therefore, after conducting the research and getting the data test the writer found some limitations such as there were some obstacles in the students' Islamic terms mastery. First, some the students have understood about the explanation of the teacher and some others have not understood yet.

The second was the teacher seldom used English in learning process so they found it difficult when the teacher explaining the material.

Finally, the result of this research explained that use Simon Says Game on the students'Islamic terms mastery was successful in the eighth graders of MTs Ma'arif Mengandungsari at class VIII A 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher can conclude that Simon Says Game make the students interested in the learning process, especially in learning Islamic terms. Before the researcher gives a treatment, the students get the low score and have poor in Islamic terms, but after the treatment given, the students more enjoyable and easier to understand about the material. It is proven from the results of pretest and posttest. In the students' posttest score is higher than the students' pretest score. It is also proven by one sample t test. Sig.(2-tailed) of posttest is $0.000 < 0.05$. It impies that Simon Says Game is effective.

B. Suggestion

Based on the result of the research, the researcher gave some suggestions to the side that related as the considered as follows: first, for teacher, the teacher should be use Simon Says Game as the teaching learning process in order that give significant influence on the students' Islamic terms. Second, for the students, they should be active in the learning process in order that they can understand the materials in English class.

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APPENDICES

Appendix 1.   Instrument Blueprint

Tabel. 1

Instrument Blueprint

	Variable	Indicator	Type of Questions	Item of Test
Pre test	Variable X (Simon Says Game)	1. Praying 2. Islamic word 3. Students'confidence	Oral	24 21, 23,25 22
	Variable Y (Islamic Terms)	1. Praying 2. Islamic word 3. Hajj 4. Suplication 5. Asmaa'al-husnaa 6. Nabi/ Rosul 7. Place of Muslim 8. Ablution	Multiple choice	1,2,3,6 11,12,13,19 5 4,7,9 8,15,16 10,17 15,20 18
Post test	Variable X Simon Says Game)	1. Praying 2. Islamic words 3. Students' confidence	Oral	22,23,24 21 25
	Variable Y (Islmic Terms)	1. Praying 2. Islamic word 3. Hajj 4. Suplication 5. Asmaa'al-husnaa 6. Nabi/ Rosul 7. Place of Muslim 8. Ablution	Multiple choice	20 1,6,7,8,9,12,14, 15,19 4 3 11,16,17 18,10,13 5 2

Based on the tabel, in pretest praying in the oral tests consist of 1 number in number 24. About Islamic word consists of 3 numbers those are number 21,23,25 and about students' confidence consist of 1 number in number 22. In written test (multiple choice) praying consist of 4 numbers those are number 1,2,3 and 6. Islamic word consist of 4 numbers those are numbers 11,12,13 and 19. Hajj

consists of 1 number in number 5. Suplication consists of 3 numbers those are number 4,7 and 9. *Asma'alhusnaa*consist of 3 numbers those are number 18,15,16. Nabi/Rosul consists of 2 numbers those are number 10 and 17. Place of Muslim consists of 2 numbers those are number 15 and 20. Ablution consists of 1 number in number 18.

In posttest praying in the oral tests consist of 3 numbers those are number 22,23 and 24. About Islamic word consists of 1 number in number 2. Students' confidence consist of 1 number in number 25. In written test (multiple choice) praying consist of 1 number in number 20. Islamic word consist of 9 numbers those are numbers 1,6,7,8,9,12,14,15 and 19. Hajj consists of 1 number in number 4. Suplication consists of 1 number in number 3. *Asma'alhusnaa*consist of 3 numbers those are number 11,16,17. Nabi/Rosul consists of 3 numbers those are number 10,13 and 18. Place of Muslim consists of 1 number in number 5. Ablution consists of 1 number in number 2.

Appendix 2. Intrument of Pretest

Pretest

(Test of Islamic Terms)

Subject : **English Subject**

Class :**VIII**

Time :**45 Minutes**

Directions:

1. **Write your identity (name,class) on the answer sheet that you get.**
2. **Do first the questions that you think more easier.**
3. **Ask to the teacher if you find the unclear questions**
4. **Recheck your answer before you leave the class.**

Choose the best answer A, B, C, D or E

for each question given below:

1. *Allahu'akbar* means....
   A. Muhammad is the greatest
   B. God is the greatest
   C. in the name of Allah
   D. suplication
   E. there is no God except Allah
2. *Bismillah* means ….
   A. in the name of Allah
   B. thanks to Allah
   C. God is the greatest
   D. there is no God except Allah
   E. pray to Allah
3. If we want to say thanks to Allah, we say....
   A. *laa Ilaaha Illallah*
   B. *subhanallah*
   C. *'astaghfirullah*
   D. *bismillah*
   E. *alhamdulillah*
4. If we want to ask Allah forgiveness, we say….
   A. *bismillah*
   B. *'astaghfirullah*
   C. *subhanallah*
   D. *alhamdulillah*
   E. *masya'Allah*
5. *wuquuf* means....
   A. stay at Arafah
   B. stay at Mosque
   C. stay at Madinah
   D. stay at Ka'bah
   E. stay at Gua hira

6. *Laa ilaaha illallah* means....
   A. there is no God except Allah
   B. muhammad is the messenger of Allah
   C. i ask Allah for forgiveness
   D. in the name of Allah
   E. pray to Allah
7. If we want to do something, we say….
   A. *allahu'akbar*
   B. *subhanallah*
   C. *allahummaghfirlii*
   D. *bismillah*
   E. *alhamdulillah*
8. *'asmaa' al-husnaa* it means….
   A. most beatiful names of Allah
   B. most beautiful names of Muhammad
   C. in the name of Allah
   D. the beautifull name of Abdullah
   E. in the name of Abdullah
9. *'a'uudhu billah* means....
   A. i believe in Allah

B. i pray to Allah

C. i seek refuge with Allah

D. i hope to Allah

E. i proud of Allah

10. *amaanah* means....

A. honesty

B. hopefull

C. praying

D. suplicating

E. good things

11. *Iimaan* means….

A. belief

B. afraid

C. gift

D. surprise

E. reward

12. Jamaa'ah it means….

A. alone

B. member

C. group

D. shalat

E. pray

13. *Jazaakum* it means….

A. may Allah always bless us

B. i believe in Allah

C. due to Allah

D. may Allah reward you

E. pray to Allah

14. *Jannah* it means….

A. hell

B. mosque

C. home

D. school

E. garden

15. *Al-Kariim* means….

A. the most beautiful

B. the most generous

C. the most of Muslim

D. voluntary prayer

E. night prayer

16. *Khaaliq* means….

A. the meneger

B. the leader

C. the creator

D. the actor

E. the messenger

17. *Khaliilallah* means….

A. friend of Allah

B. the messenger of Allah

C. the enemy of Allah

D. due to Allah

E. pray to Allah

18. if we want to take a pray we must….to purify yourself

A. take a bath

B. ablution

C. washing the hands

D. washing the feet

E. praying

19. A Muslim who leaves the fold of Islam is called….

A. muslimin

B. mukmin

C. mu'alaf

D. murid

E. murtadd

20. Musallaa means….

A. cook place

B. sleep place

C. eat place

D. prayer place

E. book place

Appendix 3. Instrument of Posttest

Posttest

(Test of Islamic Terms)

Subject   : English Subject

Class   :VIII

Time   :45 Minutes

Directions:

1. **Write your identity (name,class) on the answer sheet that you get.**
2. **Do first the questions that you think more easier.**
3. **Ask to the teacher if you find the unclear questions**
4. **Recheck your answer before you leave the class.**

Choose the best answer A, B, C, D or E for each question given below:

1. *Musaafirit*means….
   - F. fotografer
   - G. traveler
   - H. farmer
   - I. headmaster
   - J. player
2. Washing the private parts of the body it means ….
   - F. istinjaa'
   - G. istiqaamah
   - H. wudhuu
   - I. washing the hands
   - J. washing the face
3. We can say....if we want to do something
   - F. *alhmdulillah*
   - G. *allahuakbar*
   - H. *innalillah*
   - I. *inshaaallah*
   - J. *bismillah*
4. The plain near Makkah is called….
   - F. safa
   - G. marwa
   - H. 'arafah
   - I. madinah
   - J. ka'bah

5. *Firdaus* means….
   - F. ka'bah
   - G. hell
   - H. mosque
   - I. paradise
   - J. gua hira
6. Someone who has memorized the whole Qur'an is called….
   - F. hajj
   - G. haafiz
   - H. ustadz
   - I. da'i
   - J. muslim
7. *Hidaayah* it means….
   - F. showing the right way
   - G. choosing the best way
   - H. one a way
   - I. walking in the right way
   - J. eating by the right hand
8. *Ikhlaas* it means….
   - F. humble
   - G. nice
   - H. good
   - I. trust
   - J. loyalty
9. *Ilhaam* it means….
   - F. perception
   - G. organization
   - H. production

I. inspiration
J. generation

10. *Jahiliyah* it means….
    F. Islamic era
    G. after Islamic era
    H. pre Islamic era
    I. old era
    J. Belanda era

11. *Ar-rahmaan* means….
    F. the leader
    G. the supreme
    H. the creator
    I. the beneficent
    J. the most beautiful

12. Asking to mary is called….
    F. *ghibah*
    G. *kholifah*
    H. *khitbah*
    I. *khutbah*
    J. *akad*

13. *Mu'jizah* means….
    F. something new
    G. something in the future
    H. do something
    I. something happened
    J. something supernatural

14. Someone who believes in Islam is called….
    F. *kafir*
    G. *musafir*
    H. *mu'min*
    I. *mu'adzin*
    J. *mudzakir*

15. A person who is under training as a sufi is called….
    F. ustadz
    G. ustadzah
    H. murid
    I. wali
    J. da'i

16. *Al kabiir* means….
    F. the beautiful one
    G. the God
    H. the great one
    I. the last one
    J. the first one

17. *Al waahid* means….
    F. the hold
    G. the only one
    H. suplicating
    I. the great
    J. the second one

18. *Shidq* means….
    F. patience
    G. smart
    H. stupid
    I. truth
    J. master

19. *Tafsir* means….
    F. migration
    G. production
    H. asumsion
    I. interpretation
    J. integration

20. *Allahuakba*r means….
    F. the greatest of Allah
    G. pray to Allah
    H. due to Allah
    I. say to Allah
    J. in the name of Allah

Appendix 4. The Students' Score on Pretest

Table 2.
The Students' Pre-Test Result towards Islamic Terms Mastery at the Eighth
Grader of MTS Ma'arif Mengandungsari

No	Student's Name	FL	Islamic VB	SC	Total
1	AS	15	21	10	46
2	AP	15	30	10	55
3	AR	17	27	12	56
4	AY	18	33	16	67
5	CN	16	30	19	55
6	DK	13	36	17	66
7	EZ	16	21	19	56
8	EM	15	33	17	65
9	EP	18	33	18	69
10	ES	15	24	15	54
11	FA	13	36	10	59
12	FL	11	33	12	56
13	FS	16	24	17	57
14	MM	14	30	12	56
15	MT	12	30	11	53
16	NS	13	27	16	56
17	PR	15	39	17	71
18	PS	13	27	12	52
19	SS	15	36	16	67
20	SU	11	33	12	56
Total					1172
Average					58.6
The Highest Score					71
The Lowest Score					46

1. **Interval (Pretest)**

   $K = 1 + 3,3 \log n$

   $K = 1 + 3,3 \log n\ 20$

   $K = 1 + 3,3 \times 1,301$

   $K = 1 + 4,29$

   $K = 5,29$

   $K = 5$

   R = the highest score – the lowest score

   $R = 71 - 46$

   $R = 25$

$$I = \dfrac{R}{K}$$

$$I = \dfrac{25}{5}$$

$$I = 5$$

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Total of interval class (I) in this research was 5.

Distribution Frequency of Students' Pre-Test Result Towards Islamic Terms Mastery

Interval	Frequency	Percentages %
46 – 51	1 student	5%
52 – 56	11 students	55%
57 – 61	2 students	10%
62 – 66	2 student	10%
67 – 71	4 students	20%
Total	20 students	100%

Based on table above can be concluded that most of students of MTs Ma'arif get the low score in the pretest, most of them get score < 65. Only 1 student who get score more than 70.

Appendix 5. The Students' Score on Posttest

Table 3.

The Students' Post-Test Result Towards Islamic Terms Mastery
Eighth Grader of MTS Ma'arif Mengandungsari

No	Student's Name	FL	Islamic VB	SC	Total
1	AS	17	30	15	62
2	AP	18	30	16	64
3	AR	17	27	18	62
4	AY	18	42	17	77
5	CN	17	42	19	78
6	DK	15	36	18	69
7	EZ	16	45	17	78
8	EM	15	48	15	78
9	EP	17	45	15	77
10	ES	14	51	14	79
11	FA	16	36	14	66
12	FL	13	45	16	74
13	FS	17	42	17	76
14	MM	15	45	14	74
15	MT	13	36	15	64
16	NS	14	39	17	70
17	PR	14	55	15	84
18	PS	17	27	16	60
19	SS	15	36	18	69
20	SU	13	33	16	62
Total					1423
Average					71.15
The Highest Score					84
The Lowest Score					60

2. **Interval (Posttest)**

K = 1 + 3,3 log n

K = 1 + 3,3 log n 20

K = 1 + 3,3 x 1,301

K = 1 + 4,29

K = 5,29

K = 5

R = the highest score − the lowest score0

R = 84 – 60

R = 24

$I = \dfrac{R}{K}$

$I = \dfrac{24}{5}$

I = 4,80

1 = 5

Note :

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Total of interval class (I) in this research was 4.

Appendix 7. SPSS

3. SPSS Normality

One-Sample Kolmogorov-Smirnov Test

		hasil pretest	posttest
N		20	20
Normal Parameters[a]	Mean	58.6000	71.1500
	Std. Deviation	6.58067	7.22040
Most Extreme Differences	Absolute	.254	.153
	Positive	.254	.139
	Negative	-.135	-.153
Kolmogorov-Smirnov Z		1.134	.686
Asymp. Sig. (2-tailed)		.153	.734
Monte Carlo Sig. (2-tailed)	Sig.	.125[c]	.676[c]
	95% Confidence Interval — Lower Bound	.119	.667
	Upper Bound	.132	.685

a. Test distribution is Normal.

c. Based on 10000 sampled tables with starting seed 1502173562.

4. SPSS Homogenity

Test of Homogeneity of Variances

Nilaiprepost

Levene Statistic	df1	df2	Sig.
.835	1	38	.366

5. SPSS ONE SAMPLE T TEST

One-Sample Test

	Test Value = 60					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
hasil pretest	-.951	19	.353	-1.40000	-4.4798	1.6798
posttest	6.906	19	.000	11.15000	7.7707	14.5293

Appendix 8. Documentation

6. Documentation

    a. The condion of the researcher when giving a pretest

    b. The condition of the researcher when giving a treatment

    c. The condition of the researcher when administary a posttest

Curriculum Vitae

Rohmah Khoiriah was born in Mengandungsari January 24, 1997. She is the first child of 3 siblings, her father's name is Sumarno and her mother's name is Sumarmi.

She lives in Mengandungsari East Lampung. She stars her education at elementary school 2 Toba Sekampung Udik. After graduated from Elementary school She enrolled in MTs Ma'arif Mengandungsari. After 3 years she continueses to MA Ma'arif 03 Mengandungsari.

Finally, she graduated from senior high school, and she continue her education in State Islamic Institute of Metro (IAIN Metro). She take English eduucation department program, because she want to be a good English teacher in Indonesia.

KETERANGAN PENYERAHAN SKRIPSI

Yang bertanda tangan dibawah ini, Ketua Jurusan Tasris Bahasa Inggris (TBI) Institut Agama Islam Negeri Metro, menerangkan bahwa :
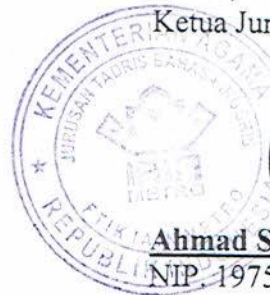
Nama   : Rohmah Khoiriah

NPM   : 1501070112

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris (TBI)

Judul Skripsi : THE INFLUENCE OF USING SIMON SAYS GAME TOWARDS THE STUDENTS' ISLAMIC TERMS MASTERY AT THE EIGHTH GRADERS OF MTS MAARIF MENGANDUNGSARI EAST LAMPUNG

Nama tersebut di atas, benar-benar telah menyerahkan skripsi kepada Ketua Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya dan kepada yang berkepentingan agar menjadi maklum adanya.

Metro,   July 2019
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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SURAT KETERANGAN

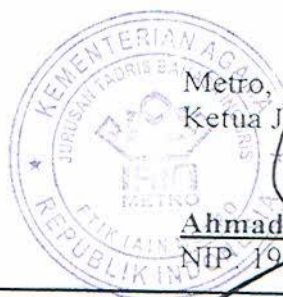Ketua JURUSAN Tadris Bahasa inggris menerangkan bahwa :

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-604/In.28/S/OT.01/07/2019

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

Nama : ROHMAH KHOIRIAH

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Fakultas / Jurusan :Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070112.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Juli 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama   : Rohmah Khoiriah
NPM   : 1501070112

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
Semester/TA   : VIII/2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1	Kamis 4/7 ^19.		∨	Please revise grammar Revise table 2 " " 4	
2	Jum'at 5/7 -19		∨	Revise ch. IV.	
3	8/7 -19		∨	Acc ch. IV / V	

Mengetahui,
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
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Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
	8/7/19 08.2.m.			Chapter IV Table / Figure Discussion Statistical Computation Data Interpretation	
	8/7/19 16.00 pm.			Chapter IV/V Acc I need to see (2) Your appendices. (1) Table of Content (2) Table of figures (3) appendices	

Mengetahui,
Ketua Jurusan TBI

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Dr. Dedi Irwansyah, M.Hum
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Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
	4/7/19			Chapter IV - Description of Present Setting . the Influence - The Discussion (.linkage between the findings of your research and the existing researches. Come and see me every day.	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Nomor   : 322.08.07/0058/PP.00.5/054/XII/2018
Lampiran   : -
Perihal   : Balasan

Kepada Yth.,
Kepala Jurusan Tadris Bahasa Inggris IAIN Metro Provisi Lampung.
di-
      Metro

Assalamualaikum. Wr.Wb.

Saya yang bertanda tangan dibawah ini:

Nama   : AKHMAD ARIFIN,S.Pd
Jabatan   : Kepala Madrasah MTs RH MA'ARIF NU 22 Mengandungsari.
Alamat   : Mengandungsari Kecamatan Sekampung Udik Kabupaten Lampung Timur

Menerangkan bahwa,

Nama   : ROHMAH KHOIRIAH
NPM   : 1501070112
Jurusan   : Pendidikan Bahasa Inggris.
Mahasiswa : IAIN Metro

Telah kami setujui untuk melaksanakan penelitian pada madrasah kami sebagai syarat penyusunan skripsi dengan judul :

" THE INFLUENCE USING SIMON SAYS GAME TOWARD THE STUDENTS ISLAMIC PHRASES AT THE EIGHTH GRADER OF MTS MAARIF MENGANDUNGSARI EAST LAMPUNG "

Demikian surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya, dan atas kerjasamanya kami sampaikan terima kasih.

Mengandungsari, 26 Desember 2018
Kepala Madrasah

AKHMAD ARIFIN,S.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor   : -/In.28.1/J/TL.00/12/2018
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA MTS MAARIF MENGANDUNGSARI EAST LAMPUNG
di-
   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:
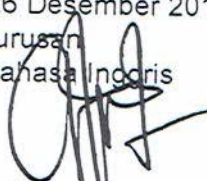
Nama	:	ROHMAH KHOIRIAH
NPM	:	1501070112
Semester	:	7 (Tujuh)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE INFLUENCE OF USING SIMON SAYS GAME TOWARD THE STUDENTS ISLAMIC PHRASES AT THE EIGHTH GRADER OF MTS MAARIF MENGNDUNGSARI EAST LAMPUNG

untuk melakukan *pra-survey* di MTS MAARIF MENGANDUNGSARI EAST LAMPUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Desember 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
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