APPLYING TIC TAC TOE GAME TO IMPROVE STUDENTS’ ABILITY IN TEACHING PRESENT PERFECT TENSE

THESIS

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Lambaro, 5th August 2016

T. Muhammad Abrar
# CONTENTS

- **ACKNOWLEDGEMENT** ................................................................. i  
- **CONTENTS** ................................................................................. ii  
- **LIST OF TABLES** ................................................................. iii  
- **LIST OF APPENDICES** ......................................................... iv  
- **DECLARATION LETTER** ......................................................... v  
- **ABSTRACT** ............................................................................... vi  

## CHAPTER I: INTRODUCTION

A. Background of Study .............................................................. 1  
B. Research Questions ................................................................. 3  
C. Research Aims ........................................................................... 4  
D. Terminology ............................................................................... 4  
E. Research Hypothesis ................................................................. 5  

## CHAPTER II: LITERATURE REVIEW

A. Grammar in English ................................................................. 6  
B. Present Perfect Tense ................................................................. 9  
C. The Overview of Game ............................................................ 12  
D. Teaching Present Perfect Tense using Tic Tac Toe Game .... 15  
E. Previous Research .................................................................... 16  

## CHAPTER III: RESEARCH METHODOLOGY

A. Research Design ........................................................................ 18  
B. Population and Sample ............................................................ 19  
C. Instruments of Data Collection ................................................ 20  
D. Procedure of Data Collection .................................................. 21  
E. Technique of Data Analysis ....................................................... 22  
F. The Brief Description of SMPN 1 Baitussalam Aceh Besar .... 24  

## CHAPTER IV: DATA ANALYSIS AND DISCUSSION

A. Data Collecting Procedure ....................................................... 26  
B. The Results of Test .................................................................. 29  
C. Analysis of Questionnaire ......................................................... 43  
D. Discussion .................................................................................. 51  

## CHAPTER V: CONCLUSION AND DISCUSSION

A. Conclusion ................................................................................ 53  
B. Suggestion ................................................................................ 54  

## BIBLIOGRAPHY  
## APPENDICES  
## AUTOBIOGRAPHY
LIST OF TABLES

Tables

3.1. The School facilities .............................................................. 24
3.2. English Teachers in SMPN 1 Baitussalam Aceh Besar ................... 25
4.1. Students scores in control class .................................................. 30
4.2. The Frequency of Pre-Test Scores of Control Class .......................... 32
4.3. The Frequency of Post-Test Scores of Control Class ........................ 33
4.4. Students scores in experimental class .......................................... 34
4.5. The Frequency of Pre-Test Scores of Experimental Class ................... 36
4.6. The Frequency of Post-Test Scores of Experimental Class ................. 38
4.7. Deviation score of experimental and control class .......................... 40
4.8. The Students’ interest in learning English grammar, especially about present perfect tense ................................................................. 43
4.9. The Students’ opinion about learning English grammar, especially about present perfect tense ................................................................. 44
4.10. The Students’ opinion about grammar learning methods applied by their English teacher so far ................................................................. 44
4.11. The students are familiar with the term of Tic Tac Toe game in learning grammar ................................................................. 45
4.12. The English teacher use Tic Tac Toe game in teaching present perfect tense ..... 45
4.13. The Students’ interest in learning present perfect tense by using Tic Tac Toe game ................................................................. 45
4.14. The Students’ opinion about Tic Tac Toe game can motivate the students to learn present perfect tense ................................................................. 46
4.15. The Students’ feel bored to learn present perfect tense by using Tic Tac Toe game ................................................................. 46
4.16. Tic Tac Toe game can help the students to understand the structure of present perfect tense ................................................................. 47
4.17. Tic Tac Toe game can improve students’ ability in learning present perfect tense ................................................................. 47
4.18. Tic Tac Toe game can encourage the students to work in team in learning present perfect tense ................................................................. 48
4.19. Learning present perfect tense become easier by using Tic Tac Toe game 48
4.20. Tic Tac Toe game can develop the students to share their ideas in learning present perfect tense ................................................................. 49
4.21. The students can participate in learning present perfect tense by using Tic Tac Toe game ................................................................. 49
4.22. The difficulty faced by the students in learning present perfect tense by using Tic Tac Toe game ................................................................. 50
LIST OF APPENDICES

I. Appointment letter of the supervisor
II. The recommendation letter of conducting research from Dinas Pendidikan Aceh Besar
III. The confirmation letter of conducting research from SMPN 1 Baitussalam Aceh Besar
IV. Lesson Plan
V. Test instruments for the students
VI. Key answer
VII. Questionnaire sheets to the students
VIII. Autobiography
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Menyatakan bahwa sesungguhnya Skripsi yang berjudul: Applying Tic Tac Toe Game to Improve Students’ Ability in Teaching Present Perfect Tense adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 5 Agustus 2016
Saya yang membuat pernyataan

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ABSTRACT

This study is about the applying of Tic Tac Toe game in improving students’ ability in Teaching Present Perfect tense to the eighth grade students of SMPN 1 Baitussalam Aceh Besar. The population of this study was the Eighth grade students of SMPN 1 Baitussalam Aceh Besar. The sample was the students of class VIII-A as the control class and class VIII-B as the experimental class. In collecting the data, the writer used tests and questionnaire. After getting the data, the results of the tests were analyzed by using statistical procedures, the writer concluded that the average score of post-test of experimental class (75.25) was higher than the average score of post-test of control class (62.25). This showed that the students of experimental class improved their mastery in present perfect tense. Furthermore, it was also proved by examining the hypothesis that $t_o$ was higher than $t_{table}$ ($4.21 > 1.69$). This mean that there was significant difference of achievement between the students who were taught by using the Tic Tac Toe game and the students who were taught without the Tic Tac Toe game. Next, based on the analysis of the questionnaire, the writer found that most of the students agreed that the Tic Tac Toe game was an interesting game. Additionally, all of the students agreed that the Tic Tac Toe game could improve their ability in learning perfect tense.
CHAPTER I
INTRODUCTION

A. Background of Study

Grammar is an essential part of the use of language process, both in spoken and written language. The grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning, so it will be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serves to enhance and sharpen the expression of meaning (Purwati, 2012). Grammar is also important to be learnt because it is the basic element of the language and without the proper knowledge of grammar; the learners will find many problems to build up sentences to express their ideas in communication among the people. Thornbury (1999:1) states: "Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentences. Thus, a grammar is description of the rules that govern how a language’s sentences are formed".

Grammatical aspect becomes one of the essential requirements for Indonesian learners to communicate either oral or written. The language which is produced may become more accurate and meaningful when they communicate using grammatical correct sentences. Cahyanti (2011) states that the students who learn English meet a number of problems, one of them is grammar. Some students think of grammar as a rather boring subject while they learn English. They try to avoid grammar because it is confusing and hard to understand. For instance, they become confused why a verb of a sentence must change; either it is present, past or future. However, some forms of verb tenses are not related to time as learners believe. Actually, relating to grammar, one of the most important parts to be learned is tense. According to Bauer (1983), tense is usually defined to
have relationship with time of an action, event or state. By using tenses, the students know how to use the concept of the time appropriately.

Opposed to English, Indonesian language does not use tenses. Verbs in Indonesian do not change in any situation (present, past, future). They only use adverb of time to show the definite time. Conversely, in English language, to show something “happens, happened, and will happen” it uses different forms of verbs relating to the time. One of the confusing tenses for Indonesian students is present perfect tense, because the use of this tense is almost similar with past tense. They assume both tenses are used for things happened in the past. As the matter of fact, past tense is used for things that are clearly done while present perfect tense used to talk about things that are done and/or still in the process/operation at the moment. Thus, learning present perfect tense is really important for the students in order to understand its usage correctly and to distinguish its usage with past tense. Therefore, to make a grammar lesson more effective, beneficial, and interesting a teacher should use some well developed and fascinating techniques in the classroom. The examples of such integrated sources and techniques are the use of songs, verses, games, and problem solving activities (Saricoban, 2000).

According to Tarwiyah (2008), games facilitate language learning because they help language learning to be more meaningful, more memorable and more accessible. In this study, Tic Tac Toe game is applied as teaching technique to improve student ability in using present perfect tense. Susanti and Zainuddin (2013) state that Tic Tac Toe game made the students more focus in learning, because they did not feel that they were forced to learn. In addition, it enables learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. So, the learners can be more active in classroom.
The researcher chooses eighth Grade Students of SMPN 1 Baitussalam Aceh Besar in the Academic Year of 2016/2017 as the sample of this research because present perfect tense is part of the subject of the curriculum that must be mastered by the students. This is taken into account because the students are usually taught with conventional method in which the learners only focus on teacher’s explanation that leads them get bored easily in learning process. In addition, learning English grammar is regarded as a difficult subject as everyone ignore of learning it.

From that case, an experimental study is conducted to improve students’ ability on present perfect tense by using Tic Tac Toe game at the eighth grade students of SMPN 1 Baitussalam Aceh Besar in the Academic Year of 2016/2017.

B. Research Questions

Based on the problem that has been stated above, there are some problems that need to be investigated through this study. They are:

a. Does Tic Tac Toe game improve students’ grammar ability in teaching present perfect tense at Eighth Grade Students of SMPN 1 Baitussalam Aceh Besar in the Academic Year of 2016/2017?

b. What are students’ responses after being taught by using Tic Tac Toe game at Eighth Grade Students of SMPN 1 Baitussalam Aceh Besar in the Academic Year of 2016/2017?

C. Research Aims

In line with research question, this study has purposes as follows:

a. To find out the improvement of students' grammar ability in teaching present perfect tense after being taught by using Tic Tac Toe game at Eighth Grade Students of SMPN 1 Baitussalam Aceh Besar in the Academic Year of 2016/2017.
b. To find out students’ responses after being taught by using Tic Tac Toe game at Eighth Grade Students of SMPN 1 Baitussalam Aceh Besar in the Academic Year of 2016/2017.

D. Terminology

a. Tic Tac Toe Game

Tic Tac Toe is a simple children’s game in which two players take turns drawing tokens (X’s or O’s) on a 3 x 3 grid. Winning involves a player placing three tokens in a row, column, or diagonal (Crowley, 1993). It is a kind of game board with noughts and crosses that needs a Tic Tac Toe paper and Tic Tac Toe grid that consist of nine, sixteen even twenty boxes of frames.

b. Present Perfect tense

According to Azar (1998), present perfect tense is used to express a situation that began in the past and still exists. In other words, Present perfect tense is a tense which expresses the idea or something that happened before now, at an unspecified time in the past. Thomson (1986) states that the present perfect tense is formed with the present tense of have + the past participle. And for negative is formed by adding not to the auxiliary. The interrogative is formed by inverting the auxiliary and subject. Basically, the formulas are as follows:

(+) S + have/has + past participle

(-) S + Have/has + not + past participle

(?) Have/has + S + Past participle

E. Research Hypothesis

This study is to answer such a question “is there any significant difference between the students’ grammar improvement in teaching present perfect tense through Tic Tac Toe game
activity and without Tic Tac Toe game activity?” To get the answer, the writer proposes Null hypothesis (Ho) and Alternative hypothesis (Ha) as below:

a. Null hypothesis (Ho): There is no significant difference between the students’ grammar improvement in teaching present perfect tense through Tic Tac Toe game activity and without Tic Tac Toe game activity to the second grade students of SMPN 1 Baitussalam Aceh Besar.

b. Alternative hypothesis (Ha): There is significant difference between the students’ grammar improvement in teaching present perfect tense through Tic Tac Toe game activity and without Tic Tac Toe game activity to the second grade students of SMPN 1 Baitussalam Aceh Besar.
CHAPTER II
LITERATURE REVIEW

A. Grammar in English

a. Definition of Grammar

Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentences. Thus a grammar is a description of the rules that govern how a language’s sentences are formed (Thornbury, 1999). Further, Bowen (1985) points out that grammar is the rules by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible.

In grammar, there are three interrelated dimensions: form, meaning, and use. As Nunan (1999) says that grammar is the study of how syntax (form), semantics (meanings), and pragmatics (use) work together to enable individuals to communicate through language.

From those definitions above, it can be concluded that grammar is knowledge about the rules of language. It explains how to combine words or a little bit of words in order to make something understandable or meaningful sentences both written and spoken. For example, to explain about something occurred in the past, the verb of past tense form is used, thus, a sentence likes: “Rudi (was) sick yesterday” is acceptable, because it is grammatical. In contrast, if the sentence is like: *Rudi will be sick yesterday is unacceptable because it is ungrammatical.

b. The Importance of Grammar
By knowing the definition of grammar, it is not hard to understand why grammar is useful and important. Gerot & Wignell (1995) state that someone cannot create the sentences or utterances in understandable forms if he does not know the grammar of the language.

Moreover, grammar is taught to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in a language (Corder, 1988, as cited in Widodo, 2006). In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed (Widodo, 2006). In addition, Doff (1988) states that by learning grammar students can express meanings in the form of phrases, clauses and sentences.

c. Methods of Teaching Grammar

Regarding of many viewpoints, grammar is an important language aspect should be possessed and mastered. It would be better to review some methods that include the grammar aspects in language teaching and learning. Some instances of them are as stated below:

a) Grammar Translation Method

This method emphasizes grammar component to be taught in learning process. Grammatical rules are given in quite large proportion and are taught deductively because the
fundamental purpose of language learning is to be able to read literature written in the target language (Larsen, 2000).

b) The Direct Method

Grammar in this method is not as important as in Grammar Translation Method. It is taught by inductive analogy from the examples presented orally in the target language. Little or no analysis of grammatical rules is given. Structural patterns are given through the repetition drills and sequenced by means of contrastive analysis and taught one at a time (Brown, 2000).

c) Audio lingual Method

The goal of this method is that students are expected to be able to use the language communicatively. There are many drillings as forming habits in the target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided (Larsen, 2000).

d) Total Physical Respond

Total physical Respond is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical (motor) activity (Richards, 2001).

e) Communicative Language Teaching

Grammar is taught as a means to help learners convey their intended meaning appropriately. The teaching of grammar can be managed either deductively or inductively but focuses on meanings and functions of forms in situational context and the roles of the interlocutors (Larsen, 2000).

In Communicative Language Teaching (CLT), the teacher spends less time on the structures of the language and more time encouraging the learners to use the language. It is frequent
that communication activities such as games and puzzles which are often carried out in pairs or group are encouraged in teaching with no much correction or intervention during the activity (Tuan & Doan, 2010).

B. Present Perfect Tense

a. General Concept of Present Perfect Tense

The term *perfect*, structurally, in present perfect tense signifies that a form of *have* accompanies a verb as an auxiliary. Meanwhile, semantically, present perfect tense shows a time completed in relation to the present (Frank, 1992). In other words, Azar (1998) says that the present prefect tense expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. The example situation of this is as follows:

*Rudi is looking for his DVD game. He can’t find it. He has lost his DVD game.* “He has lost his DVD game” means that he lost it in a short time ago, before now, at an unspecified time in the past.

In addition, Frank (1972) says that the present perfect tense expresses indefinite time that begins in the past and extends to the present. It is a special kind of past time that ends with the moment of speaking. An even may continue beyond the present moment of speaking, but the statement is not concerned with this segment of time.

b. The Form of Present Perfect Tense

According to Thomson (1986), the present perfect tense is formed with the present tense of *have + the past participle*. And for negative is formed by adding *not* to the auxiliary. Then, the interrogative is formed by inverting the auxiliary and subject. In addition, Azar (1998) points out
that the use of have with I, you, we, they, or plural noun (e.g., Students). While, the use of has with she, he, it, or a singular noun (e.g., Jim).

The following are formulas to make an affirmative statement, negative statement and interrogative statement cited from Murphy (2004):

a) Affirmative

1) To make an affirmative statement for the verb other than “be”, we use the following formula:

\[ S + \text{have/has} + \text{past participle (V3)} + \text{O/C} \]

Example: - The policies have arrested the thief this week.
- We have learnt Japanese for 6 months

2) To make an affirmative statement for the verb “be”, we use the following formula:

\[ S + \text{have/has} + \text{been} + \text{substantive (adverb of place)} \]

Example: - Rudi has been in Aceh for 2 weeks
- They have been students since 2012

b) Negative

1) To make a negative statement for the verb other than “be”, we use the following formula:

\[ S + \text{have/has} + \text{not} + \text{past participle (V3)} + \text{O/C} \]

Example: - The policies have not arrested the thief this week
- We have not learnt Japanese for 6 months

2) To make a negative statement for the verb “be”, we use the following formula:

\[ S + \text{have/has} + \text{not} + \text{been} + \text{substantive (adverb of place)} \]

Example: - Rudi has not been in Aceh for 2 weeks
They have not been students since 2012

c) Interrogative

1) To make an interrogative affirmative statement for the verb other than “be”, we put have/has before the subject. We use the following formula:

\[
\text{Have/Has + S + past participle (V3) + O/C}
\]

Example: - Have the policies arrested the thief this week?
- Have we learnt Japanese for 6 months?

2) To make an interrogative affirmative statement for the verb “be”, we put have/has before the subject. We use the following formula:

\[
\text{Have/Has + S + been + substantive (adverb of place)}
\]

Example: - Has Rudi been in Aceh for 2 weeks?
- Have they been students since 2012?

c. The Function of Present Perfect Tense

According to Azar (1998), the use of present perfect tense can be concluded as follows:

a) To express past action whose time is not given and not definite.

Ex: I have read the newspaper but I don’t understand them.

b) To express that an action or event has been repeated.

Ex: We have watched that movie three times

c) To express the action finished in the past and still progressing now.

Ex: I have lived in Aceh since 1994 (I still live in Indonesia now)

d) To refer to the present result of an activity or experience in the past.

Ex: She has finished her works (so now she can sit back and rest)
C. The Overview of Game

a. General Concept of Game

A game is an activity with rules, a goal and an element of fun. It should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term (Haldfield, 1999).

According to Tuan & Duan (2010), this definition highly evaluates the importance of games in teaching. It adds to teachers’ techniques in teaching that games serve not only as an ‘amusing activity’, but as a technique to carry out tasks to learners amusingly as well. Furthermore, Greenall (1990) argues that the term game is used whenever there is an element of competition between individual students or teams in a language activity.

Based on the concepts above, a game is considered as a valuable technique, which includes three principal elements: competition, rule(s), and enjoyment, which should be well established by a teaching-learning objective (Sanchez, 2007).

b. Tic Tac Toe Game

Tic-Tac-Toe is an ancient game whose first traces date back as early as 1300 BC in Egypt. Also known as “Noughts and Crosses”, it is a classic match between two players, who alternate in marking spaces in a 3x3 grid, trying to put three of their own marks (“X” or “O”) in a horizontal, vertical or diagonal row (Hochmuth, 2003).

In addition, Crowley (1993) states that tic-tac-toe is a simple children’s game in which two players take turns drawing tokens (X’s or O’s) on a 3 x 3 grid. Winning involves a player placing three tokens in a row, column, or diagonal. It is a kind of board game with noughts and crosses that needs a Tic Tac Toe paper and Tic Tac Toe grid that consist of nine, sixteen even twenty boxes of frames.
Crowley (1993) adds that, tic-tac-toe is an interest game because it is an elegant example of a domain where an individual’s goals potentially conflict. As with many two-person games, the competing goals are those of winning and not losing. Because focusing on one can lead to neglect of the other, the tension between these goals is high, and the need to simultaneously satisfy both is paramount.

c. The Characteristic of Tic Tac Toe Game

According to Agustia & Amri (2013), the characteristic of Tic Tac Toe game is played by two players, where one player represents nought (o) and the another player represent cross (x). The player makes nine grids on the paper or the other place in which the player want. This is a game in which two players alternately crosses and circles in one of the compartments of a square grid of nine spaces; the object is to get a row of three crosses or three circles before the opponent does.

d. The Procedure of Tic Tac Toe Game

As cited from Chalim(2010), the procedures of Tic Tac Toe game are as follow :

a) One player as X and other one as O.

b) X always goes first.

c) Players alternate placing Xs and Os on the board until has three in a row, horizontal, vertical or all nine squares are filled.

d) The winner is the player that succeeds to draw three Xs or three Os in a row by answering questions in various categories.

e. The Advantages of Tic Tac Toe Game

The use of Tic Tac Toe game in teaching grammar can bring some advantages that are:
a) Games motivate learners. As mentioned by Hansen (1994, as cited in Uberman, 1998), games are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings.

b) Games promote learners’ interaction. As Jacobs & Liu (1996) express, many games can be played in pairs or in small groups, thereby providing a venue for students to develop their skills in working with others such as the skill of disagreeing politely and the skill of asking for help.

c) Games can stimulate and encourage students to participate in the activity since naturally they want to beat the other team. Apart from having fun, students learn at the same time. They acquire new language. Students begin to realize that they have to use the language if they want others to understand what they are saying (Schultz & Fisher, 1988).

d) Game can stimulate students to take individual responsibility for what they think the grammar is about (Rinvolutri, 1984).

f. The Disadvantages of Tic Tac Toe Game

Although there are many advantages of Tic Tac Toe game in language learning, the game also has disadvantages. As stated by Musilova (2010), the game needs some time to prepare it on the board, and it could be a bit chaotic when you have got a large group of pupils. Chalim (2010) adds that this game takes long time, because the instruction is too much and there are a lot of students that should be controlled.

D. Teaching Present Perfect Tense using Tic Tac Toe Game

In this research, the writer teaches students about present perfect tense by using Tic Tac Toe game. The students play the game in groups. The game has certain procedures to follow. First, the teacher draws the nine or twelve boxes contain of base verbs. Second, the teacher distributes
blank Tic Tac Toe paper for each group. Then, students choose one verb on the board and change it into past participle verb and they continue to make a sentence from the verb using form of present perfect tense. If the student can answer or make question they can put sign (0) or (X) on their Tic Tac Toe paper.

For example: Student A (represented as X grup) choose the verb “Teach” on Tic Tac Toe grid. To play the game, he should create a sentence using the chosen verb in form of Present Perfect Tense. If the sentence is correct, he can put his symbols on Tic Tac Toe paper, but if it is get wrong, he is not allowed to put any symbols on the paper. After he plays, the turn will be given to the opponents.

The game will be considered finished, if there is a group that succeeds in creating three symbols in a row diagonally, vertically, or horizontally.

E. Previous Research

There are some researchers that have conducted the research by using game. One of them was conducted by Rondiyan (2012), Faculty of English Department, IAIN Walisongo Semarang. His thesis entitled “The Use of Dice Game to Improve Students’ Interest in Simple Past Tense”, a Classroom Action Research to the 8th Grade Students in MTs Negeri 02 Semarang in the
Academic Year of 2011/2012. In his study, he taught simple past tense using dice game. The results of his study show that there is improvement in students’ understanding about past tense after being taught by using dice game. It also increased students’ ability in using simple past tense. In his research, he used observation, documents, and test to collect the data.

Second researcher is Dewi Chalim (2010), a student of Faculty of English Department, IAIN Walisongo Semarang, she wrote a thesis entitled “Using Tic Tac Toe Game to Improve Students’ Understanding on simple past tense A Classroom Action Research at the eighth Grade Students of MTs Nahjatus Sholihin Kragan Rembang in the Academic Year of 2010/2011”. She conducted the research to know the use of Tic Tac Toe game in improving students’ understanding on simple past tense at the Ninth Grade Students of MTs Nahjatus Sholihin Kragan Rembang in the Academic Year of 2010/2011. The results of her study reveal that Tic Tac Toe game can improve students’ understanding on simple past tense at the Eighth Grade Students of MTs Nahjatus Sholihin Kragan Rembang in the Academic Year of 2010/2011. Then, she used observation, document and also test to collect the data.

The two researchers above discusses about game, according to the result of their researches that games are useful things for teachers and students. Both of the previous researchers share similarities with the current researcher that they involve games as a technique in teaching English. Even so, this present research still has difference. The first researcher used dice game to teach simple present tense, and in term of data collecting, he used observation, documentation, and test. By contrary, the present researcher uses Tic Tac Toe game to teach present perfect tense and collects the data by using questionnaire and test.

Then, the second researcher, even though has a similarity to the present researcher in term of using Tic Tac Toe game, he focused on teaching simple past tense as a dependent variable. In
contrast, the current researcher uses the same game to improve students’ ability in teaching present perfect tense.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the writer uses an experimental method that is an approach to educational research in which an idea or hypothesis is tested or verified by setting up situation in which relationship between participants or variables can be determined (Richard, 2010). This kind of experiment is true experimental design in form of pre-test and post-test control group design.

According to Johnson (2012), the pretest-posttest control group design is an excellent research design because it includes a control or comparison group. Both groups of participants are pre tested on the dependent variable and then post tested after the experimental treatment condition has been administered to the experimental group. The treatment refers to the teaching by means of Tic Tac Toe game technique. Based on Johnson (2012), the design can be seen as follow:

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>O1</th>
<th>X</th>
<th>O2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>O3</td>
<td>Y</td>
<td>O4</td>
<td></td>
</tr>
</tbody>
</table>

Note: E : Experimental group  
C : Control Group  
01 : Pre-test of experiment group  
03 : Pre-test of control group  
02 : Post-test of experiment group  
04 : Post-test of control group  
X : Treatment (Teaching present perfect by using Tic Tac Toe game)  
Y : Treatment (Teaching present perfect without using Tic Tac Toe game)

From the design above, subjects of research are grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects is first checked by pre-testing them
(01 and 03). Then, the treatment by using Tic Tac Toe game is applied on the experimental group, while the control group is taught without the game. After treatment, both groups are given post-test to find their improvement. The test is given in the form of multiple choices and makes the sentence. The results of post-test (02 and 04) are then computed statistically.

B. Population and Sample

There are population and sample that investigated in this research. According to Arikunto (2006), population is the entire of research subject. In this case, the population is the entire students at eight grade of SMPN 1 Baitussalam Aceh Besar in the academic year of 2015/2016 which consists of 2 classes. The total of population in both classes is 37 students. According to Sugiyono (2009), sample is part of population from whom the data of the study are obtained. A good sample is one that represents the population generalized for the result. If the subject is less than 100, it is better to take all of the subjects. But, if it has more subjects, it can be taken some of them as sample. In this study, the population is less than 100 that is 37 students, so the writer takes all of the population as the sample by using random sampling. With a toss of a coin, Class 2B is treated as the experimental class, while class 2A as the control class.

C. Instruments of Data Collection

In this research, there are two instruments used to collect the data, namely:

a. Test

Test is a method of measuring a person’s ability, knowledge, or performance in a given domain (Brown, 2000). The test is used to measure students’ improvement in teaching present perfect tense by using Tic Tac Toe game. The test which is given in this study consists of two
forms that are multiple choices and making the sentences test. The multiple choices test has 10 questions to be answered, while in making sentences test, the students are asked to write 5 sentences well agreeing with present perfect structures in the forms of affirmative, negative and interrogative by using the provided verb. Such a test is administered twice that is in the types of pre-test and post-test.

a) Pre-test

Pre-test is given to the students before conducting the experiment. This test is for experimental class and control class to measure the students’ understanding about the material before the writer gives a treatment.

b) Post-test

Post-test is given to the student after conducting the experiment. It is distributed to the experimental class after being taught by using Tic Tac Toe game, and to the control class after being taught without using Tic Tac Toe game.

c) Questionnaire

Questionnaire is a document containing questions and other types of item designed to solicit information appropriate for analysis (Babbie, 2007). The questionnaire is administered to obtain the data about the students’ responses towards the use of Tic Tac Toe Game in teaching present perfect tense. The questionnaire is only distributed to the experimental class in the last meeting after the post-test has been conducted. It is written in Bahasa and consists of 10 questions.

D. Procedure of Data Collection

In collecting the data, there are some steps are taken by the writer, they are as follows:

a. Pre-test
In the first meeting, both classes (experiment and control) are given pre-test. First, the writer comes to the class. Then, he explains to the students what they have to do. Finally, he distributes the pre-test paper and asks them to do the test individually.

b. Experimental class teaching

In experimental teaching, the writer teaches present perfect tense by applying Tic Tac Toe game to the experimental class. It is conducted in three meetings, and time allocation for each meeting is 80 minutes. For each meeting, the writer teaches them about present perfect tense by using Tic Tac Toe game. They learn and play Tic Tac Toe game in groups. The members of the group are changed in each meeting.

c. Control class teaching

In control class, the students are taught the same material as in experimental class by their own English teacher. However, they are not taught by using Tic Tac Toe game in learning process.

d. Post-test

Post-test is given to both classes after teaching and learning process has been conducted. The purpose of the post-test is to measure students’ improvement after being taught by using Tic Tac Toe game and without using Tic Tac Toe game.

e. Questionnaire

Questionnaire is distributed only to the experimental class after the post-test has been conducted. The purpose of the questionnaire is to know the students’ responses about the use of Tic Tac Toe game in teaching present perfect tense.

E. Technique of Data Analysis

a. Analysis of the Test
The data obtained from the tests is analyzed statistically by using statistic calculation of the t-test formula with the significance degree of 5%. According to Sudjana (2008), the formula is:

\[
 t_o = \frac{M_x - M_y}{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}
\]

The procedures of calculation are as follow:

a) Determining mean variable \( M_X \) with formula:

\[
 M_x = \frac{\sum X}{N_x}
\]

b) Determining mean variable \( M_Y \) with formula:

\[
 M_y = \frac{\sum Y}{N_y}
\]

c) Determining variable SDx with formula:

\[
 \sum SD_x = \sum X^2 - \frac{(\sum X)^2}{N_x}
\]

d) Determining variable SDy with formula:

\[
 \sum SD_y = \sum Y^2 - \frac{(\sum Y)^2}{N_y}
\]

e) Determining t-table in significance level 5 % with df:

\[
 df = N_x + N_y - 2
\]

Note:
- \( M_x \) = Mean of Post-test of the experimental class
- \( M_y \) = Mean of Post-test of control class
- \( \sum SD_x \) = Sum of deviation score in experimental class
- \( \sum SD_y \) = Sum of deviation score in control class
- \( N_x \) = Number of students of the experimental class
Ny  = Number of students of the control class

b. Analysis of the Questionnaire

The data obtained from the questionnaire is also analyzed statistically by counting the percentage of the students’ answers in each item of the questionnaire. It is used to know the students’ responses after being taught toward the use of Tic Tac Toe game in teaching present perfect tense. Based on Sudjana (2008), the formula used is:

\[ P = \frac{F}{N} \times 100\% \]

Notes:
- P  = Percentage
- F  = Frequency
- N  = Number of sample
- 100\% = Constant of value

F. The Brief Description of SMPN 1 Baitussalam Aceh Besar

a. The school

This research is conducted at SMPN 1 Baitussalam Aceh Besar which is located on Malahayati Street at Kajhu Aceh Besar. It is one of junior high school in kajhu that is led by T. Sayuti, SPd. This school is established under the need to create the potential students who have capacities in education aspect.

To support the teaching learning process, the school has some facilities that can be seen as follow:

Table 3.1. The School facilities

<table>
<thead>
<tr>
<th>No.</th>
<th>Facility</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>7</td>
</tr>
<tr>
<td>2.</td>
<td>Headmaster Room</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher Room</td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td>Science Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>
b. Teacher

Teachers are one of important factors in teaching learning process beside the students itself. The teachers have various ways to transfer knowledge to the students. In the school, they become a main source for students to gain knowledge. Therefore, it needs to pay attention about the quality and the quantity of the teacher because a good teacher is able to produce good students.

In SMPN 1 Baitussalam Aceh Besar, there are 32 teachers consisting of 28 permanent teachers, and 4 as administrative staff. There are only two English teachers at this school.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Teach in class</th>
<th>Graduated from</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>M. Iqbal S.Pd</td>
<td>VIII &amp; IX</td>
<td>Syiah KualaUniversity</td>
</tr>
<tr>
<td>2.</td>
<td>Lindawati S.Pd</td>
<td>VII &amp; IX</td>
<td>Serambi Mekkah University</td>
</tr>
</tbody>
</table>

c. Student

There are 156 students of SMPN 1 Baitussalam Aceh Besar in Academic year of 2015/2016, which consist of 82 females and 74 males. They are classified into three grades. The first grade stands for two classes (1A and 1B), followed by the second grade that has also two classes (2A and 2B). Last, the third grade that has three classes (3A, 3B and 3C).

d. Curriculum
In teaching learning process, SMPN 1 Baitussalam Aceh Besar applied Kurikulum Tingkat Satuan Pendidikan (KTSP) as the curriculum. In this school, English subject is taught twice a week. The time allocation for teaching is 4 hours lesson in a week which is an hour lesson takes 40 minutes.
CHAPTER IV
DATA ANALYSIS AND DISCUSSIONS

This chapter discusses overall result of the research. It consists of the procedure of obtaining the data, the test results of both experimental and control class, the results of questionnaire, and the discussion about the research result.

A. Data Collecting Procedure

In order to find out the data, the writer conducted an experimental teaching in five meetings, including the meetings for pre-test and post-test. The writer applied the Tic Tac Toe game as a teaching technique in the experimental class (VIII-B). Whereas, the students of control class (VII-A) were taught by their regular teacher not using the Tic Tac Toe game.

a. The Experimental Class Activity

a) First Meeting

At the first meeting, the students were given Pre-test. First, the writer came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

b) Second Meeting

At the second meeting, the writer greeted the students and checked their attendance list. Next, the writer warmed up students’ minds by asking question related with the materials of present perfect tense. For example, he asked them with the question ‘Have you learnt about present perfect tense?’ Then, the writer started explaining about the definition of present perfect tense and gave more examples about the tense. Next, the writer introduced and explained about playing Tic Tac Toe game to the students. The procedures of playing the game were as stated below:
1. The writer made 3x3 Grid on the blackboard which consist a basic verb in each box.

2. The writer chose a verb which was written on the grid of Tic Tac Toe on the blackboard.

   The word chosen was“ Live”. Then, he changed that word to be the past form of it “Lived”

3. The writer wrote a sentence in the form of present perfect tense by using the chosen word. In this situation, the writer wrote a correct sentence so that he put his symbol. Then, he explained to the students that if they write a correct sentence they can have their teams symbols, X or O, marked on the tic tac toe grid. The grup X would put the symbol X and the group O would put the symbol O. When a group wrote a wrong sentence, the other one would continue the game. For instance, when the group X wrote a wrong sentence, the group O would continue the game.

4. The writer explained that the winner is the team that firstly gets three boxes in one line on a 3x3 grid. The line can be diagonal, vertical, or horizontal. The teams that get many of their symbols marked in the grid even not in one line can be the winner.

After giving the explanation about the procedure of Tic Tac Toe game, the writer asked the student to make groups consisted of 4 persons. Each group had 2 teams: One team was symbolized as X while the other one was symbolized as O. Each team consisted of 2 persons. Next, the writer gave each group 1 Tic Tac Toe grid paper and 2 blanked papers which was used to write their sentence. Then, the students played the Tic Tac Toe game in their own group. After the game finished, the writer gave them feedback by correcting their sentence errors. At the end of meeting, the researcher asked them to make 4 sentences of present perfect tense individually.

c) Third Meeting
The procedure at the third meeting was similar to the second meeting. The writer came to the classroom, checked the students’ attendance list and guided them to do brainstorming. Then, the writer re-explained the procedure of Tic Tac Toe Game as he did in the second meeting. Next, the students played the Tic Tac Toe game with Tic Tac Toe papers containing verbs which were different to the verbs given to them in the previous meeting. After finishing the game, the writer gave them feedback by correcting their sentence errors. At the end of this meeting, each student was asked to complete the sentences written by the writer on the whiteboard by rewriting them on the paper.

d) Fourth Meeting

At the fourth meeting, the writer got into the class and taught the students as same as the second and the third meeting. He taught the students about present perfect tense by using Tic Tac Toe game. After the game finished, the writer reviewed all the material that had been given in the second meeting until this meeting and the students were given opportunity to ask the problem they faced during teaching learning process.

e) Fifth Meeting

At this meeting, the writer did not present the material anymore. This was because the meeting was held for administering post-test and questionnaire. Firstly, the students had to finish the post-test in 40 minutes. The purpose of the test to measure the students’ improvement after studying by using Tic Tac Toe game. Next, a questionnaire was distributed for each student to know their response during studying by using Tic Tac Toe game. After finishing collecting the questionnaire, the writer ended the class by saying thanked for the students as their participation in this research.
b. The Control Class Activity

In control class, the students were taught the same material as in experimental class by their own English teacher. However, they were not taught by using Tic Tac Toe game in their learning process. The writer only came in to the control class to distribute pre-test questions at the first meeting and post-test at the last meeting.

B. The Result of Tests

As mentioned in the previous chapter, the techniques in collecting the data in this research were questionnaire and test. The writer gave the students in two types of tests, pre-test and post-test. The data were collected from two classes of SMPN 1 Baitussalam Aceh Besar. The number of the sample in this research was 41 students. However, there were only 32 students who participated in this research, the rest 9 students did not take the pre-test or post-test and were absent during the experimental teaching. Eventually, the valid data were measured based on the number of the students who participated in the pre-test and post-test.

a. The Test Result of Control Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial</th>
<th>Pre-Test Score</th>
<th>Post-Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AC</td>
<td>37</td>
<td>63</td>
</tr>
<tr>
<td>2</td>
<td>AM</td>
<td>28</td>
<td>68</td>
</tr>
<tr>
<td>3</td>
<td>MFA</td>
<td>25</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>NR</td>
<td>43</td>
<td>73</td>
</tr>
<tr>
<td>5</td>
<td>NZ</td>
<td>58</td>
<td>82</td>
</tr>
</tbody>
</table>
To analyze the data of pre-test, the researcher calculated the data by using the following steps:

a. Range

The range (R) determined by using the formula below:

\[ R = H - L \]

Where:
- \( R \) = range of the score
- \( H \) = the highest score
- \( L \) = the lowest score

The pre-test data in the table above can be listed from the higher to the lower score as follow:

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>14</th>
<th>24</th>
<th>25</th>
<th>27</th>
<th>28</th>
<th>37</th>
<th>43</th>
<th>43</th>
<th>43</th>
<th>44</th>
<th>46</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PA</td>
<td>47</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SAD</td>
<td>58</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SR</td>
<td>24</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MMS</td>
<td>4</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>TAB</td>
<td>46</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>DD</td>
<td>43</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>AA</td>
<td>14</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>HA</td>
<td>44</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>CA</td>
<td>27</td>
<td>49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>AM</td>
<td>43</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>NI</td>
<td>62</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The highest score of pre-test is 62 and the lowest score is 4. Thus, the range is:

\[
R = H - L
\]
\[
= 62 - 4
\]
\[
= 58
\]

b. Interval

The number of interval Class is identified by using following formula:

\[
I = 1 + (3,3) \log n
\]
\[
= 1 + (3,3) \log 16
\]
\[
= 1 + (3,3) (1,2)
\]
\[
= 1 + 3,96
\]
\[
= 4,96 \approx 5
\]

c. Range of Interval Class

Then, the range of the interval class was found out by the formula:

\[
P = \frac{R}{I}
\]
\[
P = \frac{58}{5}
\]
\[
P = 11,6 \approx 12
\]

d. The Table of Frequency Distribution

Table 4.2. The Frequency of Pre-Test Scores of Control Class

<table>
<thead>
<tr>
<th>Interval</th>
<th>fi</th>
<th>xi</th>
<th>fixi</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 15</td>
<td>2</td>
<td>9,5</td>
<td>19</td>
</tr>
<tr>
<td>16 - 27</td>
<td>3</td>
<td>21,5</td>
<td>64,5</td>
</tr>
</tbody>
</table>
2. The Analysis of Post-Test in Control

The post-test data in the table 4.4 can be listed from the higher to the lower score as follow:

34  44  49  54  57  58  
58  63  63  67  68  68  
73  79  82  83  

The highest score from post-test score is 96 and the lowest score is 47, therefore the range (R) is:

a. Range

\[ R = H - L \]
\[ = 96 - 47 \]
\[ = 49 \]
b. Interval Class

\[ I = 1 + (3,3) \log n \]
\[ = 1 + (3,3) \log 16 \]
\[ = 1 + (3,3) (1,2) \]
\[ = 1 + 3,96 \]
\[ = 4,96 \approx 5 \]

c. The Range of Interval Class

\[
P = \frac{R}{I}
\]
\[ P = \frac{49}{5} \]
\[ P = 9,8 \approx 10 \]

d. The Table of Frequency Distribution

Table 4.3. The Frequency of Post-Test Scores of Control Class

<table>
<thead>
<tr>
<th>Interval</th>
<th>fi</th>
<th>xi</th>
<th>fixi</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 – 43</td>
<td>1</td>
<td>38,5</td>
<td>38,5</td>
</tr>
<tr>
<td>44 – 53</td>
<td>2</td>
<td>48,5</td>
<td>97</td>
</tr>
<tr>
<td>54 – 63</td>
<td>6</td>
<td>58,5</td>
<td>351</td>
</tr>
<tr>
<td>64 – 73</td>
<td>4</td>
<td>68,5</td>
<td>274</td>
</tr>
<tr>
<td>74 – 83</td>
<td>3</td>
<td>78,5</td>
<td>235,5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Σ = 16</strong></td>
<td><strong>Σ = 996</strong></td>
<td></td>
</tr>
</tbody>
</table>
e. The Mean Score of the Post-Test Table

Based on the frequency table above, the mean score was calculated by using following formula:

\[ X = \frac{\sum f_ix_i}{\sum f_i} \]

\[ X = \frac{996}{16} \]

\[ X = 62.25 \]

The result of the data above shows that the mean score of pre-test in control class is 37.25 and the score of post-test is 62.25. So, it can be concluded that the students of control class which was taught without the Tic Tac Toe game have increased 25 points (62.25 - 37.25).

b. The Test Results of Experimental Class

Table 4.4. Students scores in experimental class

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial</th>
<th>Pre-Test Score</th>
<th>Post-Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AR</td>
<td>4</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>DF</td>
<td>57</td>
<td>96</td>
</tr>
<tr>
<td>3</td>
<td>DA</td>
<td>53</td>
<td>96</td>
</tr>
<tr>
<td>4</td>
<td>MFI</td>
<td>14</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>MN</td>
<td>47</td>
<td>92</td>
</tr>
<tr>
<td>6</td>
<td>OM</td>
<td>12</td>
<td>92</td>
</tr>
<tr>
<td>7</td>
<td>RJ</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>8</td>
<td>SH</td>
<td>20</td>
<td>63</td>
</tr>
<tr>
<td>9</td>
<td>YL</td>
<td>54</td>
<td>87</td>
</tr>
<tr>
<td>10</td>
<td>ZF</td>
<td>16</td>
<td>54</td>
</tr>
<tr>
<td>11</td>
<td>MR</td>
<td>20</td>
<td>63</td>
</tr>
</tbody>
</table>
1. The Analysis of Pre-Test in Experimental Class

To analyze the data of pre-test, the researcher calculated the data by using the following steps:

a. Range

The pre-test data in the table above can be listed from the higher to the lower score as follow:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>17</td>
<td>20</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>53</td>
<td>54</td>
<td>57</td>
<td>57</td>
</tr>
</tbody>
</table>

The highest score of pre-test is 57 and the lowest score is 4. Thus, the range is:

\[ R = H - L \]
\[ = 57 - 4 \]
\[ = 53 \]

b. Interval
The number of interval Class was identified by using following formula:

\[ I = 1 + (3,3) \log n \]  
\[ = 1 + (3,3) \log 16 \]  
\[ = 1 + (3,3) (1,2) \]  
\[ = 1 + 3,96 \]  
\[ = 4,96 \approx 5 \]

c. Range of Interval Class

Then, the range of the interval class was found out by the formula:

\[ P = \frac{R}{I} \]
\[ \frac{53}{5} \]
\[ P = 10,6 \approx 11 \]

d. The Table of Frequency Distribution

Table 4.5. The Frequency of Pre-Test Scores of Experimental Class

<table>
<thead>
<tr>
<th>Interval</th>
<th>fi</th>
<th>xi</th>
<th>fixi</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 14</td>
<td>5</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>15 - 25</td>
<td>5</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>26 - 36</td>
<td>0</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>37 - 47</td>
<td>1</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>48 - 58</td>
<td>5</td>
<td>53</td>
<td>265</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>\sum= 16</strong></td>
<td><strong>\sum= 452</strong></td>
<td></td>
</tr>
</tbody>
</table>
e. The Mean Score of the Pre-test Table

Based on the frequency table above, the researcher found out the mean score by using the following formula:

\[ X = \frac{\sum fx_i}{\sum f} \]

\[ X = \frac{452}{16} \]

\[ X = 28.25 \]

2. The Analysis of Post-Test in Experimental

The post-test data in the table 4.4 can be listed from the higher to the lower score as follow:

<table>
<thead>
<tr>
<th>47</th>
<th>54</th>
<th>62</th>
<th>63</th>
<th>63</th>
<th>63</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>72</td>
<td>76</td>
<td>87</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>96</td>
<td>96</td>
<td>96</td>
<td>96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The highest score from post-test score is 96 and the lowest score is 47, therefore the range (R) is:

a. Range

\[ R = H - L \]

\[ = 96 - 47 \]

\[ = 49 \]

b. Interval Class
\[ I = 1 + (3,3) \log n \]
\[ = 1 + (3,3) \log 16 \]
\[ = 1 + (3,3) (1,2) \]
\[ = 1 + 3,96 \]
\[ = 4,96 \approx 5 \]

c. The **Range of Interval Class**

\[ P = \frac{R}{I} \]
\[ P = \frac{49}{5} \]
\[ P = 9,8 \approx 10 \]

d. The **Table of Frequency Distribution**

<table>
<thead>
<tr>
<th>Interval</th>
<th>( f_i )</th>
<th>( x_i )</th>
<th>( f_i x_i )</th>
</tr>
</thead>
<tbody>
<tr>
<td>47 - 56</td>
<td>2</td>
<td>51,5</td>
<td>103</td>
</tr>
<tr>
<td>57 – 66</td>
<td>4</td>
<td>61,5</td>
<td>246</td>
</tr>
<tr>
<td>67 – 76</td>
<td>3</td>
<td>71,5</td>
<td>214,5</td>
</tr>
<tr>
<td>77 – 86</td>
<td>0</td>
<td>81,5</td>
<td>0</td>
</tr>
<tr>
<td>87 – 96</td>
<td>7</td>
<td>91,5</td>
<td>640,5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>( \Sigma = 16 )</strong></td>
<td></td>
<td><strong>( \Sigma = 1204 )</strong></td>
</tr>
</tbody>
</table>

e. The **Mean Score of the Post-test table**

Based on the frequency table above, the mean score was calculated by using following formula:
The data results of experimental class show that the mean scores of pre-test and post-test are distinctly different to the data of control class. In pre-test, the mean score of experimental class is 28.25. However, the mean score of post-test increased to 75.25 after conducting the treatment. From this result, it can be concluded that the application of Tic Tac Toe game has improved the students ability in learning present perfect tense up to 47 points (75.25 - 28.25).

c. Determining Hypothesis

According to Sudjono (2008), in examining the hypothesis, the t-test is used to determine the significant of the students score. The t-test is designed to measure and examine the significant between two means of experimental and control groups. Then the results of calculation of the t-test value will be compared to t-value table. If t-test ($t_0$) is higher than t-table of 5% alpha significance level, it means that there is significance difference achievement between the experimental and control group. The t-test formula as follows:

$$t_0 = \frac{M_x - M_y}{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:  
$M_x$ = Mean of Post-test of the experimental class  
$M_y$ = Mean of Post-test of control class  
$\sum SD_x$ = Sum of Standard deviation score in experimental class  
$\sum SD_y$ = Sum of Standard deviation score in control class  
$N_x$ = Number of students of the experimental class  
$N_y$ = Number of students of the control class
In analyzing the hypothesis, the writer purposes some steps as follow:

1. Stating the Alternative hypothesis (Ha) and Null hypothesis (Ho), that is:
   a. Null hypothesis (Ho): There is no significant difference between the students’ grammar improvement in teaching present perfect tense through Tic Tac Toe game activity and without Tic Tac Toe game activity to the second grade students of SMPN 1 Baitussalam Aceh Besar.
   b. Alternative hypothesis (Ha): There is significant difference between the students’ grammar improvement in teaching present perfect tense through Tic Tac Toe game activity and without Tic Tac Toe game activity to the second grade students of SMPN 1 Baitussalam Aceh Besar.

2. Listing the deviation score of experimental and control class.

<table>
<thead>
<tr>
<th>No</th>
<th>E Pre test</th>
<th>E Post test</th>
<th>C Pre test</th>
<th>C Post test</th>
<th>X Post test - Pretest</th>
<th>Y Post test - Pretest</th>
<th>X²</th>
<th>Y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4</td>
<td>68</td>
<td>37</td>
<td>63</td>
<td>64</td>
<td>26</td>
<td>4096</td>
<td>676</td>
</tr>
<tr>
<td>2.</td>
<td>57</td>
<td>96</td>
<td>28</td>
<td>68</td>
<td>39</td>
<td>40</td>
<td>1521</td>
<td>1600</td>
</tr>
<tr>
<td>3.</td>
<td>53</td>
<td>96</td>
<td>25</td>
<td>57</td>
<td>43</td>
<td>32</td>
<td>1849</td>
<td>1024</td>
</tr>
<tr>
<td>4.</td>
<td>14</td>
<td>72</td>
<td>43</td>
<td>73</td>
<td>58</td>
<td>30</td>
<td>3364</td>
<td>900</td>
</tr>
<tr>
<td>5.</td>
<td>47</td>
<td>92</td>
<td>58</td>
<td>82</td>
<td>45</td>
<td>24</td>
<td>2025</td>
<td>576</td>
</tr>
<tr>
<td>6.</td>
<td>12</td>
<td>92</td>
<td>47</td>
<td>54</td>
<td>80</td>
<td>7</td>
<td>6400</td>
<td>49</td>
</tr>
<tr>
<td>7.</td>
<td>48</td>
<td>96</td>
<td>58</td>
<td>79</td>
<td>48</td>
<td>21</td>
<td>2304</td>
<td>441</td>
</tr>
<tr>
<td>8.</td>
<td>20</td>
<td>63</td>
<td>24</td>
<td>44</td>
<td>43</td>
<td>20</td>
<td>1849</td>
<td>400</td>
</tr>
<tr>
<td>9.</td>
<td>54</td>
<td>87</td>
<td>4</td>
<td>34</td>
<td>33</td>
<td>30</td>
<td>1089</td>
<td>900</td>
</tr>
</tbody>
</table>
3. Finding the mean score of variables X and Y by using the following formula:

a. Mean of Variable X (Experiment class):

\[ M_x = \frac{\sum X}{N_x} = \frac{756}{16} = 47.25 \]

b. Mean of Variable Y (Control class):

\[ M_y = \frac{\sum Y}{N_y} = \frac{398}{16} = 24.8 \]

4. Finding sum of deviation standard score of variables X and Y by using following formula:

a. Variable X

\[ \sum SD_x = \sum X^2 - \left( \frac{\sum X}{N_x} \right)^2 \]
\[ = 38178 - \left( \frac{756}{16} \right)^2 \]
\[ = 38178 - \frac{517536}{16} \]
\[ = 38178 - 32346 \]
\[ = 5832 \]
b. Variable Y

\[ \sum SD_y = \Sigma Y^2 - \left( \frac{\Sigma Y}{N_y} \right)^2 \]

\[ = 11176 - \left( \frac{398}{16} \right)^2 \]

\[ = 11176 - \frac{158404}{16} \]

\[ = 11176 - 9900.25 \]

\[ = 1275.75 \]

5. Calculating the standards error of the mean difference between variable X and Y

\[ S_{x,y} = \sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]} \]

\[ = \sqrt{\frac{5832 + 1275.25}{16 + 16 - 2} \cdot \left[ \frac{1}{16} + \frac{1}{16} \right]} \]

\[ = \sqrt{\frac{7107.25}{30} \cdot [0.06 + 0.06]} \]

\[ = \sqrt{(236.9) \cdot [0.12]} \]

\[ = \sqrt{28.4} \]

\[ = 5.32 \]

6. Calculating \( t_o \) score by following formula:

\[ t_o = \frac{M_x - M_y}{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}} \]

\[ t_o = \frac{47.25 - 24.8}{5.32} \]

\[ t_o = \frac{22.45}{5.32} \]

\[ = 4.21 \]
7. Determining t-table in significance level 5% with df:

\[
df = N_x + N_y - 2
= 16 + 16 - 2
= 30
\]

8. Examining to through t table

In the significance level of 5% (\(\alpha=0.05\)), the t table shows that the critical score for differentiation score 30 is 1.697.

C. Analysis of Questionnaire

Questionnaire is designed to know the students’ response toward the implementation of Tic Tac Toe game technique in experimental class. It consists of 15 questions which are 14 questions in form of close-ended questions and 1 question in form of semi close-ended questions.

To analyze the questionnaire data, the writer used the following formula:

\[
P = \frac{f}{n} \times 100\%
\]

Which: 
- \(P\) = Percentage
- \(F\) = frequency
- \(N\) = Number of sample
- 100\% = Constant value

The result of questionnaire will be elaborated in details in the following tables:

*Table 4.8: The Students’ interest in learning English grammar, especially about present perfect tense*
The table above showed that all of the students were interested in learning grammar. Besides, there is no one students chose the option less interested and not interested. It can be concluded that all of the students in experimental class were interested to learn English grammar, especially about present perfect tense.

*Table 4.9: The Students’ opinion about learning English grammar, especially about present perfect tense*

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. Very Interested</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td></td>
<td>b. Interested</td>
<td>13</td>
<td>81.25</td>
</tr>
<tr>
<td></td>
<td>c. Less interested</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>d. Not interested</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

From the table above, it can be seen that all of student agreed that English grammar as the important subject to be learned. No one of students answered that present perfect tense was not important.
Table 4.10: The Students’ opinion about grammar learning methods applied by their English teacher so far

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>a. Very interested</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b. Interested</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>c. Less interested</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>d. Not interested</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above presented that 25 % of students thought that method of learning applied by their English teacher so far was interested. But, the rest of students (75 %) chose the option less interested for learning method that applied by their English teacher. The writer assumed that the method applied by their English teacher before was monotone without any variations in teaching present perfect tense for the students. It caused the students less interested in learning grammar.

Table 4.11: The students are familiar with the term of Tic Tac Toe game in learning grammar

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>a. Yes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

From the data above, it obviously showed that all of the students was not familiar with the term of Tic Tac Toe game. The term was still odd for the students. So that, it can be resumed that
the Tic Tac Toe game was as a novelty technique in teaching grammar for the students in experimental class.

Table 4.12: The English teacher use Tic Tac Toe game in teaching present perfect tense

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>a. Ever</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b. Never</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

The data above signified that all of the students stated that their English teacher never use Tic Tac Toe game in teaching present perfect tense. This question was used to make sure that writer’s research was never applied by the English teacher before, so it can reduce bias in the research.

Table 4.13: The Students’ interest in learning present perfect tense by using Tic Tac Toe game

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>a. Very interested</td>
<td>5</td>
<td>31,25</td>
</tr>
<tr>
<td></td>
<td>b. Interested</td>
<td>11</td>
<td>68,75</td>
</tr>
<tr>
<td></td>
<td>c. Less interested</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>d. Not interested</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table above, it can be understood that there were 5 students (31,25 %) stated that they were very interested in learning present perfect tense through Tic Tac Toe game, and 11 students (68,75%) indicated that they were interested in learning present perfect tense by using Tic Tac Toe game. Then, there was no one students who were not interested in learning present perfect
tense by using the game. The data proves Crowley’s (1993) statement that the Tic Tac Toe game is an interesting game to be played.

Table 4.14: The Students’ opinion about Tic Tac Toe game can motivate the students to learn present perfect tense

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>a. Strongly agree</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>b. Agree</td>
<td>11</td>
<td>68,75</td>
</tr>
<tr>
<td></td>
<td>c. Less agree</td>
<td>1</td>
<td>6,25</td>
</tr>
<tr>
<td></td>
<td>d. Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

As stated by Hansen (1994) that games are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feeling. This data approved it by showing that 25% of students strongly agreed that they were motivated to learn present perfect tense by using the game. And 68,75% of students agreed that the game can motivate them to learn present perfect tense. Yet, there was one student (6,25) that consider the game was less motivated him in learning present perfect tense. The writer assumed that he rarely got involved when playing the game in learning. However, almost all of students (93,75 %) gave positive responses toward the game.

Table 4.15: The Students’ feel bored to learn present perfect tense by using Tic Tac Toe game

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>a. Strongly agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b. Agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>c. Less agree</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>
According to the table above, it pointed out that 75% of the students disagreed if the game can make them feel bored in learning. And the rest of them (25 %) chose slightly agree that game made them feel bored while learning present perfect tense. The writer assumed that several students who feel bored when learning might be because the writer less guided them to get involved in the game. Somehow, most of students agreed that learning by using Tic Tac Toe game was not boring thing when it was delivered in the classroom.

Table 4.16: Tic Tac Toe game can help the students to understand the structure of present perfect tense

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>a. Strongly agree</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>b. Agree</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>c. Less agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>d. Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

The data showed that all of the students (100%) agreed that the Tic Tac Toe game can help them in learning present perfect tense. There was no one students chose less agree and disagree for this question. It can be concluded that all of the students gave useful response towards the implementation of the game.

Table 4.17: Tic Tac Toe game can improve students’ ability in learning present perfect tense

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Strongly agree</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>
The table indicated that all of the students agreed that the Tic Tac Toe game can improve their ability in learning present perfect tense. Then, none of them stated their disagreement.

**Table 4.18: Tic Tac Toe game can encourage the students to work in team in learning present perfect tense**

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>b. Agree</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>c. Less agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>d. Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The table above pointed out that 3 of students (18,75 %) strongly agreed that the game can encourage them to work in team while learning present perfect tense. Moreover, 13 students (81,25) agreed with the statement. However, there was no one students who stated their disagreement about the statement. Then, the data proved the remark of Schultz & Fisher (1998) that say games can stimulate and encourage students to participate in activity since they want to beat the other team. In conclude, all of students agreed that the game can encourage them to work in team while learning.

**Table 4.19: Learning present perfect tense become easier by using Tic Tac Toe game**
The table showed that 7 students (43.75%) strongly agreed that the Tic Tac Toe game can ease learning present perfect tense. Moreover, there were 9 students (56.25%) confirmed that they agreed with the statement. Then, no one of students stated their disagreement with the question statement.

Table 4.20: Tic Tac Toe game can develop the students to share their ideas in learning present perfect tense

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>a. Strongly agree</td>
<td>7</td>
<td>43.75</td>
</tr>
<tr>
<td></td>
<td>b. Agree</td>
<td>9</td>
<td>56.25</td>
</tr>
<tr>
<td></td>
<td>c. Less agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>d. Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

The table showed the information about students’ opinion toward the Tic Tac Toe game whether it can develop the students to share their ideas or not. The data pointed out that the whole students agreed that the Tic Tac Toe game can develop them to share their ideas during learning activity.
Table 4.21: The students can participate in learning present perfect tense by using Tic Tac Toe game

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>a. Strongly agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>b. Agree</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>c. Less agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>d. Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table, it can be seen that all of students (16) agreed that the Tic Tac Toe game can make them participate in learning present perfect tense. Then, there was no one students who gave negative response regarding to the statement.

Table 4.22: The difficulty faced by the students in learning present perfect tense by using Tic Tac Toe game

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial of The Students</th>
<th>Limited time</th>
<th>Lack of vocabulary</th>
<th>The Complexity of the game rules</th>
<th>Others</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AR</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>DF</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>DA</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>MFI</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>MN</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>OM</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>RJ</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>SH</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
</tbody>
</table>
From the table, it can be seen that the question was in form of semi close-ended questionnaire, which gave the students opportunity to answer the question by using his/her own word or chose the answer provided by the writer. The data showed that amount of 93.75% students said that they did not face any difficulty in learning present perfect tense by using the Tic Tac Toe game, but 1 student confirmed that he found the difficulty in learning present perfect tense by using the game that was Limited time and The complexity of the game rules. The writer assumed that limited time was an obstacle that hard to avoid in applying the Tic Tac Toe game in the class because some of students when playing the game they take times too much in thinking the sentences, so it made the other students’ turn ware pending for a while. Then, for the problem caused by the complexity of the game rules, the writer assumed that the student did not listen carefully when the writer explained the rules of the game so that he got confused when playing the game.

D. Discussion

After analyzing the result of the tests, the writer found that the scores of the experimental class increased higher than those of the control class. It can be proved by the result of the test. In the pre-test, the mean score of the experimental class was 28.25 while the control class was 37.25. This data shows that the mean score for both classes are slightly different. However, in the post-
test, the mean score of the experimental class was 75.25 and the mean score of the control class was 62.25. It means that although the pre-test showed that the score of the experimental class was lower than the score of the control class, the post-test showed that the experimental students had a great improvement (from 28.25 to 75.25), while the control class students had improvement (from 37.25 to 62.25). Thus, this data answered the first research question that the Tic Tac Toe game can improve students’ grammar ability in learning present perfect tense.

In addition, the result of data analysis showed that the t-score is 4.21 and t-table on the degree of significance 5% is 1.69, so it can be stated that $t_o$ is higher than $t_{table}$ ($4.21 > 1.69$). It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

Furthermore, to answer the second research question, the writer distributed questionnaire for students in experimental class after post-test had been conducted. Through the questionnaire, the writer asked the students’ opinion whether the Tic Tac Toe game improved their understanding in present perfect tense or not. As a result, 75% of students said agree and the rest of student (25%) said strongly agree with the statement. It can be concluded that almost students agree that the Tic Tac Toe game can improve their ability in learning present perfect tense.

From the analysis of the questionnaire, the writer found that most of the students are interested and motivated to learn present perfect tense by using the Tic Tac Toe game. The game can encourage the students to work in team and to share their ideas with friends. Then, from the last question of questionnaire, the writer found that one student faced difficulty in learning present perfect tense that is limited time and the difficulty of the game rules.
Finally, after considering all results of the experimental teaching, test and questionnaire, it can be concluded that the implementation of the Tic Tac Toe game in teaching present perfect to the students at the second grade of SMPN 1 Baitussalam Aceh Besar is effective.
CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of research discussed in the previous chapter, the writer draws some conclusions of teaching present perfect tense by using Tic Tac Toe game. There are:

a. Teaching present perfect tense by using Tic Tac Toe game can improve students’ ability in mastery the tense. It has been proved by average score of post-test of experimental class (75,25) which is higher than post-test of control class (62,25). This shows that the students of experimental class have improved their mastery in present perfect tense. Then, it is also proved by examining the hypothesis that $t_0$ is higher than $t_{table}$ ($4,21 > 1,69$). It means that there is significant difference of achievement between the students who were taught by using the Tic Tac Toe game and the students who were taught without the Tic Tac Toe game.

b. The second year students of SMPN 1 Baitussalam are interested in learning present perfect tense by using Tic Tac Toe game. It can be seen from the result of questionnaires and the students’ enthusiast in learning process. In addition, the result of Questionnaire also shows that the Tic Tac Toe game can help students in learning present perfect tense well and easily.

c. Most of the students did not find any obstacles in learning perfect tense by using the Tic Tac Toe game. But, there was only one student who confirmed that he found obstacles in learning present perfect tense by using Tic Tac Toe game.
The obstacles are the complexity of the rules of the game and limited time in playing the game.

B. SUGGESTION

In order to improve the quality of English teaching, especially in teaching present perfect tense, the writer has some suggestions:

a. For the English teacher

Teachers who want to teach present perfect tense need to give clear explanation when giving the instruction in doing the game in order to make the students can do it easily. Then, the teachers also have to be able to manage the time when playing the game.

b. For the students

In learning present perfect tense, the students are suggested to be brave to ask the teacher once they get confused about the material. Then, they are also suggested to be more active during learning process.

c. For the next researchers

They can make this study as their reference to conduct other researches on the same field. They are also expected to be able to cover the limitation about this research, they can conduct a research with the same technique but in different genres. The writer hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.
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