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)

Final Project

Submitted in Partial Fulfillment of the Requirement
for Degree of Bachelor of Education
in English Language Education

By:
DEWI CHALIM
063411033

ENGLISH DEPARTMENT OF TARBIYAH FACULTY
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
2010

ADVISOR APPROVAL

Dear Sir,

Dean of Faculty of Tarbiyah

State Institute for Islamic Studies

(IAIN Walisongo Semarang)

Assalamu'alaikum Wr. Wb.

After correcting it to whatever extent necessary, we state that the final project belongs to student as bellow:
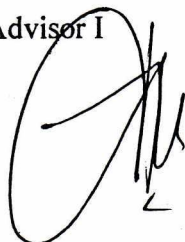
Name : Dewi Chalim

Reg. Number : 063411033

Department : English

Title : USING TIC TAC TOE GAME TO IMPROVE STUDENT'S UNDERSTANDING ON SIMPLE PAST TENSE (A Classroom action Research at the Eighth Grade of MTs Nahjatus Sholihin Kragan Rembang in the Academic Year of 2010/ 2011)

is ready to be submitted to join last examination.

Wassalamu'alaikum Wr. Wb.

Semarang, december 1st, 2010

Advisor I

M. Nafi' Annury, M.Pd
NIP. 19780719200501 1007

Advisor II

Dr. H Ruswan, M. A
NIP. 196804241993031004

ii

Name   : Dewi Chalim
Students number : 63411033
Title   : USING TIC TAC TOE GAME TO IMPROVE STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE (A Classroom Action Research at the Eighth Grade Students of MTs Nahjtus Sholihin Kragan Rembang in the Academic Year of 2010/2011)
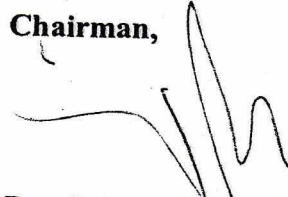
Had been ratified by the team of final project examiner of education faculty of Walisongo State institute for islamic Studies Semarang on:
Day: Monday
Date: December, 13th 2010

The Team of Examiner

Chairman,

Drs. Ikhrom, M. Ag
196503291994031002

Secretary,
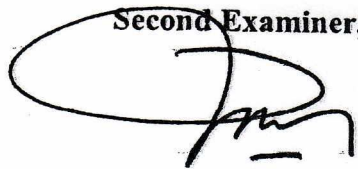
Dr. Mustofa, M.Ag
1971104031996031001

First Examiner,

Dra. Siti Mariam, M.Pd
196507271992032002

Second Examiner,

Dr. Muslih, M.A
150276926000001000

Advisor I

M. Nafi' Annury, M.Pd.
NIP. 197807192005011007

Advisor II

Dr. H. Ruswan, M.A.
196804241993031004

iii

M0TTO

<div dir="rtl">

إِنَّ اللّهَ لا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

</div>

Lo! Allah changeth not the condition of a folk until they (first) change that which is in their heart (Ar Ra'd: 11)[1]

"Never put off till tomorrow what you can do today"

---

[1] Marmaduke Pickthall, *The Meaning of The Glorious Qur'an* (Rawalpindi: Taj Company Ltd, 1579), p. 232

DEDICATION

This final project is dedicated to:

v   My dear parents, I do love you. Thank you very much for the valuable efforts, prayer and contributions in making my education success.

v   My beloved little sisters (Cholis, Nawa, Fida) and my special brother 'Amin fauzi'.

v   My relatives that love me.

v   My teachers thank you very much.

v   My Friends that help me and encourage me.

A FINAL PROJECT STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, December 7th, 2010

The Writer,

Dewi Chalim
NIM.063411033

ABSTRACT

Dewi Chalim (063411033) *"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)*. Thesis, Semarang: Bachelor Program of English Language Education of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang, 2010.
Key words: tic tac toe, game, simple past tense, classroom action research.

   Learning English involves the mastery of four language skills. They are listening, reading, writing and speaking. Beside it, the learners must learn about the structure of the sentence (grammar), because without these structures it is difficult to make comprehensible sentences. In this research, the researcher used Tic Tac Toe game to improve students' understanding on simple past tense. The researcher focused on simple past tense because most of students cannot distinguish simple past and simple present in sentence. The researcher used game because every one likes game. Game also one of teaching techniques to solve students' boredom when teaching and learning process. The objectives of the study are:
   1. To describe the implementation of Tic Tac Toe game to improve students' understanding on simple past tense.
   2. To find out the improvement of students' understanding on simple past tense by using Tic Tac Toe game.
   The subjects of this study were the students of VIII C of MTs Nahjatus Sholihin Kragan Rembang in the academic year of 2010/2011. The number of the subjects was 36 students. This research is a classroom action research. It was done through three cycles. The researcher used documentation, test and observation to collect the data. The researcher used descriptive quantitative to analyze the data. Statistic analysis is used to analyze the data about the result of observation and the result of test on simple past tense.
   Result of the study showed that by using Tic Tac Toe game in teaching simple past tense at the eighth grade of MTs Nahjatus Sholihin in The Academic Year of 2010/2011 can improve students' understanding on it. This successfulness can be seen from the result of students' average score and good responses by students. The result after getting all of the treatment using Tic Tac Toe game, the students' average score increased in line with the increase of the students' achievement in each cycle. Students' average score from the pre cycle was 5.83, first cycle was 7.58, second cycle was 7.88, and the third cycle was 8,66.
   Finally the result of this research showed that students' understanding improved in each cycle after they were taught using Tic Tac Toe game. It was signed by their improvements of each result test.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Praise is to Allah, the merciful, and the compassionate that the writer can finish this final project completely entitled Using Tic Tac Toe Game to Improve Students' Understanding on Simple Past Tense. Peaceful for prophet Muhammmad who become our best figure of human life.

The writer realizes that there are many people who are already helped his in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

1. Dr. Suja'i, M. A as the Dean of Faculty of Tarbiyah.
2. Siti Tarwiyah, M.Hum. as the Head of English Department.
3. M. Nafi Annury, M.Pd and Dr. H. Ruswan, MA, as the advisors for their patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
4. My beloved father and mother who always pray for me every time and also thank you for your inspiration and motivation to continue this study.
5. Drs. Hamzany Syarif the headmaster of MTs Nahjatus Sholihin Kragan Rembang who had given permits the researcher to carry out the research in his school.
6. Sofyan, S.Pd, who assisted the researcher in conducting the research and collecting data.
7. My beloved 'Amin Fauzi', thank for your kindness, your advices, your support to finish my thesis and your time that always accompany me.
8. All of my friend thank for your help and your friendship.
9. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the writer realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make

it better. The writer hopes that this thesis would be helpful and beneficial to everyone. Amen

Semarang, December 7th, 2010
The writer,

Dewi Chalim
NIM.063411033

TABLE OF CONTENT

CHAPTER I: INTRODUCTION

CHAPTER II   :   REVIEW OF RELATED LITERATURE

LIST OF APPENDICES

CERTIFICATES

CHAPTER I

INTRODUCTION

A. Background of Study

According to Wardhaugh, language is a system of arbitrary vocal symbol used for human communication.[2] We use language as a means of communication with other people, as a tool to express our ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with one another.[3] Communication has an important role in human life. We must know how to share, to express our idea to other. Because communication is important, so human being should learn how to communicate correctly. Communication will be easy if between sender and receiver understand with the information was given. One of important tools in communication among various groups of people from various part of the world now is English.

Teaching English as a second or foreign language became an increasingly important activity after World II.[4] In our country English is taught for students at Elementary School until Senior High School. Even it is one important subject as one of the requirement to past the final examination. Learning and teaching English is not easy work, because it is not our mother tongue and has many differences with Indonesian. Its differences are about grammar, phonology, spelling and vocabulary.

Learning English involves the mastery of four language skill. They are writing, speaking, reading and listening. The fourth basic skills are taught in a integrate way. Thus speaking and writing are productive skill or ability to product, listening and reading are receptive skill or ability to comprehend.

---

[2] Djoko Sriyono, *An Introductory Course of Linguistic,* (Surakarta : Muhammadiyah University Press, 2001), p. 1

[3] Ramelan, *English Phonology,* (Semarang: UNNES Press, 2003), p. 1

[4] Jack C. Richard and Richard, *Curriculum in Development in Language Teaching,* (USA, Cambridge University Press, 2001), p. 23

1

Beside learn four skills, student must learn grammar. Grammar is theory of language, of how language is put together and how it works. More particularly, it is the study of wording. [5] Grammar has function to create good and understandable sentences. Knowing how to build and use certain structure make it possible to communicate common types of meaning successfully. Without structures, it is difficult to make comprehensible sentence. We must therefore, try to identify these structures and teach them well.[6]

One of the best ways of reinforce grammar structure is taught by using game. Recently, not only in the Kinder Garden, fun and effective learning is hoped can be applied in English learning process for Junior High School and Senior High School.

Tenses are the basic grammar is taught for students at Junior High School and Senior High School. There are many students get difficulties to understand it, about how to use it, when to use it, how is the application tense in the text. Grammar is always looked a necessary but a very boring part of any students.

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaning.[7] Almost people like game, because game able to break their boredom and it is possible to learn a language as well as enjoy oneself at the same time. But it depends on the appropriateness of the game and role of the player.

According to Hadis   :

---

[5] Linda Gerot and Peter Wignel, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1995), p. 2
[6] Jack C Richard and Willy A. Renandy, *Methodology In Language Teaching,* (Cambridge: University Press), p.151
[7] Andrew Right, *et. al., Games For Language Learning,* (Cambridge, university Press, 2005), *New Edition,* p. 1

عَنْ انس بن ملك عن النبى صلى الله عليه و سلم قال: يَسِّرُوْا وَلاَ تُعَشِّرُوْا وَبَشِّرُوْا وَلاَ تُنَفِّرُوْا (اخرجه البخاى).⁸

Narrated Anas bin Malik, the Prophet Muhammad (peace be upon him,) said: Make thing easy for the people, and don't make it difficult for them, and make them calm (with glad tiding) and don't repulse them.⁹

The hadis above explains us to make easy for any difficulties. Because however that difficulties, it has many ways to solve or make it easier. The relation between hadis above and the teaching is we should be able to transfer the lesson well and easy understanding, it shows when we teach students we should use varieties strategy in teaching.

Students have variety learning style, so it asks teachers' role to use variety learning to explain language meaning and construction, engage students in a topic, or as a the basis of whole activities. Because it can help both for practice or for motivate students.

Based on the teacher's explanation of Mr. Sofyan, S. Pd as a English teacher at MTs Nahjatus Sholihin, students are still confused to distinguish the simple present, simple continuous and simple past form when it is applied in sentence. Teacher usually redoing to explain the simple past form when students create narrative or recount text. And they also have low motivation to learn. In addition, the teacher argued actually students need a new thing in studying and learning English. But he did not have enough time to teach students using media or using fun way.

So, according to the problem that is faced by students above, the researcher will use Tic Tac Toe game as a media to improve students'' understanding on simple past tense. Tic Tac Toe game is a board game that using sign noughts and cross. For example, teacher can draw nine box frames and write different word or categories in each box. Teams have to make

---

⁸Abi Hasan Nurruddin Muhammad bin Abdul Hadi, *Shohih Bukhori* (Beirut: Darul Kutub al Alamiyah Jilid I, 1971), p. 42

⁹ M. Mukhsin Khan, *The English Translation of Sahih Bukhori,* (Alexandria: Al Syadawi Publication, 1996), vol. 8, p. 146

sentences or questions with the words and if they get them right, they can put their symbol (O or X) on the square to draw their winning straight line.[10]

In this case, the researcher will use Tic Tac Toe game as technique to improve students' understanding on simple past tense. Here, the game is used to deliver the materials in order to be more fun for students in the process of teaching learning, so they will be enthusiastic in joining the activity. It is important to use game as an alternative way in teaching grammar.

This game can be applied in teaching and learning. Beside students is given some exercise many times. And students also have chance to respond or correct other friend. There is competition on Tic Tac Toe game, so it make students to be enthusiasm and active in learning.

To play Tic Tac Toe, we need two to four students or players. The first, teacher distributes one paper (Tic Tac Toe grid) consist of present verb. Then students change the base verb into past (regular or irregular). After that each person must make a simple sentence from the verb using simple past tense form complete with the time signal of past tense. If the sentence is correct, the student puts an "X" or an "O" in the square containing the verb. Tic Tac Toe is appropriate game to make students creative to build sentences and active in the class. Tic Tac Toe game will make students easier to understand simple past tense and it will make students more creative to make and use sentence using simple past tense in the some contexts and in the their real activities.

This study is about Using Tic Tac Toe Game to Improve Students' Understanding on Simple Past Tense on Students Eighth Grade of MTs Nahjatus Sholihin in the Academic Year of 2010/2011, and the researcher will use a classroom action research as the approach of the study.

B. Reason for Choosing the Topic

Grammar is necessary part when we study English. Grammar is needed in order students able to make comprehensible sentences.

---

[10] Jeremy Harmer, *The Practice of English Language Teaching* (England, Longman, 2002), p. 139

Unfortunately, there are many students are bored about it. The main idea of teaching grammar is to help learners internalize the structure taught in such a way that they can be used in every day communication.

In this case, the researcher wants to use Tic Tac Toe game because,

1. To help and improve students' understanding on simple past tense.
2. The researcher takes tenses especially simple past tense, because there are many students don't understand about it. In some texts simple past tense is involved, includes recount and narrative that taught in Junior High School.
3. It is an interesting game, because it will encourage student to be active and creative in learning English. By implementing game in learning, unwarily students will study too.

C. Research Question

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

1. How does the implementation of Tic Tac Toe game improve students'' understanding on simple past tense?
2. How can Tic Tac Toe game improve students' understanding on simple past tense?

D. Objective of the Study

Based on the problems above, the aims of this study are as follows:

3. To describe the implementation of Tic Tac Toe game to improve students'' understanding on simple past tense.
4. To find out the improvement of students' understanding on simple past tense by using Tic Tac Toe game.

E. Pedagogical Significant

The result of this study is hoped useful for students, teacher, and the next researcher.

1. For the students

The result of this study may help students to improve their understanding on simple past tense. Understand about how the structure of simple past tense, when we use simple past tense. By using Tic Tac Toe game can motivate students to learning English.

2. For the teacher

Teacher can use Tic Tac Toe game as one of the media in teaching learning English, to motivate the students, and it can make the lesson is easier to be understood than nothing. By using game, the researcher hopes it can be an alternative method in teaching English. So, the students will get better achievement.

3. The next researcher

The writer hopes this research can be developed by the next researcher in different skill and participant.

F.   Definition of Key Term

The researcher classifies the term are used in this study as follows:

1. Game

Game is an activity given to the students to use the language in less formal situation is organized activity that usually has the following properties:

a.   A particular task or objective

b.   A set of rule

c.   Competition between players

d.   Communication between players by spoken or written language.[11]

2. Tic Tac Toe Game

It is a kind of game board with noughts and crosses. It needs Tic Tac Toe paper and Tic Tac Toe grid that consist of nine, sixteen even twenty

---

[11] Jack Richard, et. al., *Longman Dictionary of Applied Linguistic* (United Kingdom: Longman Group, 1985), p. 118

6

box frames on it. Tic Tac Toe grid is written by different words, categories or question in each box. And Tic Tac Toe paper is used to write down symbol O (Nought) and symbol X (Cross) when play the game.

3. Simple Past Tense

The Past Tense indicates that an activity or situation began and ended at a particular time in the past.[12] In other word, it used to express or say that an action happened in the past. The time signals are ago, last, yesterday. This tense uses regular verb past form (adding _ed) and irregular verb past form with various form.[13] In applying Tic Tac Toe game researcher uses regular and irregular verb coinciding. So the students can concentration to study simple past form.

4. Students' Understanding

Based on Oxford Advanced Learners' Dictionary, student is defined as a person who is studying at a college, polytechnic or university; boy or girl who is attending schools; anyone who studies or who is devoted to the acquisition of knowledge.[14]

Understanding is a psychological process related to an abstract or physical object, such as a person, situation, or message whereby one is able to think about it and use concepts to deal adequately with that object.[15]

So, it can be said that students' understanding is students' effort or psychological process of students to know deeply about something as object.

5. Improving of Students' Understanding

Improve is to make better; to increase the value or good qualities of something.[16] It can be said that improving is doing in any way in making something better, or becoming increased.

---

[12] Betty Schrampfer Azar, *Understanding and Using English Grammar (*USA: Prentice hall Regrents,)2nd, p. 24

[13] Jim Scrivener, *Learning Teaching A Guidebook for English Language Teacher* (United Kingdom: Macmillen Publisher, 2005)2nd ,p. 209

[14] A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (New York: Oxford University Press, 1987), 25th Ed, p. 859

[15]http://en.wikipedia.org/wiki/Understanding accessed on 26/10/2009

[16]http://www.brainyquote.com/words/im/improve176858.html accessed on 26/10/2009

In this case improving students' understanding is increasing the quality of students' knowledge to be better. It can be done by using techniques, media or methods when teaching and learning process.

G. THE SCOPE OF THE STUDY

To limit the scope of the study, the writer will only discuss such as follows:

1. This study will be done in the VIII students' grades of MTs Nahjatus Sholihin Kragan Rembang in the academic year of 2010/2011.

2. This study will talk about improving students' understanding on simple past tense by using Tic Tac Toe game. It is done, because there are many students cannot distinguish simple present and simple past in sentence.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. THEORETICAL REVIEW

1. Game

a. General Concept of Game

There is common perception that all learning should be serious and solemn nature. This is a misconception. Fun learning is more effective for students to be creative and active in the class. Game is one of the media that can be applied in language teaching and learning. All people like games either young or adult. But different age group requires various material topics, competences, and models of game. For example, children like fun game and adult prefer to challenging game than fun game. So, a teacher should choose appropriate games for students.

b. Advantages and Disadvantages of Game

There are many advantages of game, they are:

1) Games are welcome break from the usual routine of the large class.
2) They are motivating and challenging.
3) Learning a language requires a great deal effort. Games help students to make and sustain the effort of language.
4) Game provides language practice in the various skills.
5) They encourage students to interact and communicate.
6) They create a meaningful context for language use.[17]

According the advantages above, the researcher concludes that the use of game in teaching learning process is very useful and it

---

[17] Lee Su Kim, *English Teaching Forum,* (volume 33 Number 1 January, 1995), p. 35

gives good effects to activate understanding and memorable especially in learning foreign language classroom.

According to Philpot as cited by Siti Tarwiyah, games facilitate language learning because they help language learning to be:

1) More meaningful, for example by showing how words relate to each other.

2) More memorable, for example by involving as many approaches to how language is 'stored' as possible, such as mime, and movement, the use of color and patterns, personalization, etc.

3) More accessible, for example by getting students to make their own language records to suit their individual strategies for reference and access.[18]

Although there are many advantages of game in language learning, game has disadvantages. They are:

1) It can present disturbance if teacher cannot control and organize the class to be conducive.

2) It takes a bit long time to prepare.

3) It can cause boredom if teacher uses this game solely, and not all students like playing the game.[19]

2. Tic Tac Toe Game

Tic Tac Toe is a board game that can be played using the board or paper by drawing nine box frames. Then each box is written different words or categories. Each player has to make sentences or questions with the words. If they get them right they can put symbol (0 or X) on the square.

---

[18] Siti Tarwiyah, *Game and Song Practical Ideas to Teach Language*, (Semarang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2008), p. 51

[19] Umi Hani Al Habshy, *Improving Student's Motivation to Speak by Using Storytelling with Sentence Card Game in Teaching Speaking, A Classroom Action Research with XI IPS 2 Students of MAN Pemalang in The Academic Year of 2008/2009* (Semarang: English Department of Tarbiyah Faculty Walisongo State Instituute for Islamic Studies, 2009), p. 24

Noughts and Crosses are games that have been played in the United Kingdom for several centuries, even precise history seems to bw unknown. The game has become known (perhaps more popularly) as Tic Tac Toe in American English. It may be that the ancient Roman game of Terni Lapilli was an identical game although the evidence is somewhat mixed. It is certainly true that identical grids to the noughts and crosses grid have been found scratched and etched into surfaces all over the ancient Roman Empire. However not a single nought or cross have been found to confirm the link. It seems probable that Terni Lapilli was played with simple pieces and may have been played with the same rules.[20]

a) **Tic Tac Toe Game to Teach Simple Past Tense**

There are many kinds of game that can be applied in teaching and learning English such as Bingo, Miming Game, Twenty Question Game, etc.

In this case, researcher applies Tic Tac Toe game to teach Simple Past Tense. On the ground that, this game can make students better understand the use and change of sentences based on the time signal of past event. Tic Tac Toe game makes students are creative to create sentence themselves. It helps them apply the simple past tense in certain genre, such as narrative, recount and spoof.

The students play Tic Tac Toe game in a group. The procedures are first, teacher draws the nine or twelve boxes content of infinitive verbs. Second, teacher distributes blank Tic Tac Toe Grid for each group. Then students choose one verb on the board and change it into past verb and they continue to make a sentence from the verb using form of simple past tense. If the student's can answer

---

[20] http://www.adit.co.uk/html/noughts_and_crosses.html on Thursday 25 February 2010 13.25

or make question they can put sign (0) or (X) on their Tic Tac Toe Grid.

O	X	O
X	X	O
X		O

Grid A

Teach	Write	Speak
Sleep	Tell	Drink
Go	Think	Sing

Grid irregular verb

Example:

a. Teach to be taught.

My Father <u>taught</u> in Islamic Junior High School at 1989.

b. Sleep to be Slept

I <u>slept</u> last night.

c. Go to be went

Her sister <u>went</u> to Surabaya yesterday.

d. Write to be wrote

They <u>wrote</u> poem last month.

Certain games are good devices for practicing grammar points where the challenging resides in the formal dimension.[21]

b) The Characteristic of Tic Tac Toe Game

Tic Tac Toe is a simple game, and use simple material. If this game is played optimally by both players, it will make a tie. However, many players still enjoy it. And this game can be made more complex by increasing the size of the board.

Tic Tac Toe is played two players, use 3 x 3 grids. Each player tries to get three in a row, or 4 x 4 grids each player tries to get four in a row. And also can be played on large grids, such as 10 x 10 or even 20 x 20 grids.

c) Procedure of Tic Tac Toe Game

The procedures are:

1) One player as X and other one as O.
2) X always goes first.
3) Player alternate placing Xs and Os on the board until has three in a row, horizontal, vertically or all nine squares is filled.
4) If the player able to draw three Xs or three Os in a row by answering questions in various category. That player is winning.[22]

The goal of Tic Tac Toe game is to be the first players to get three in a row on a 3 x 3 grid, or four in a row in a 4 x 4 grid.

d) The Strategy of Playing Tic Tac Toe Game

Here are some interesting strategies of Tic Tac Toe. Player can play perfect Tic Tac Toe to be a winner from the following table.[23]

---

[21] Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle & Heinle, 2001), 3ed, p.259

[22] Http://boardgames.about.com/od/paperpencil/tic_tac_toe_htm accessed on Friday, 17 July 2010

[23] Http://enwikipedia.org/wiki/Tic-tac-toe#strategy accessed on Friday, 16 July 2010

1	Win	If you have three in a row, play the third to get three in row.
2	Block	If the opponent has two in row, as a player you have to block them on the third a row.
3	Fork	Create an opportunity where you can win in two ways.
4	Block Opponent's Fork	Option one: Create two in a row to force the opponent in to defending, as long as it does not the result for them to create a fork or winning. For example, If " X" has the opposite corner as well, "O" must not play a corner in order to win (playing a corner in this scenario creates a fork " X" to win). Option two: If there is configuration where the opponent can fork, try to block that fork.
5	Center	Play the center
6	Opposite corner	If the opponent is the corner, play a center of that row or column.
7	Empty corner	Play in a corner square.
8	Empty side	Play in a middle square on any of the 4 side.

Tic Tac Toe has easy, medium, and hard playing. So it can be applied for every age by using some procedures. Nevertheless, teacher should pay attention to student's capability in playing this game.

In teaching and learning, teacher applies this game as a medium to teach English, such as spelling Tic Tac Toe game, conditional Tic Tac Toe game or verbal Tic Tac Toe game. Tic Tac Toe game is a fun way for students to practice their English while enjoying some competition. This game is best played as a class with the teacher checking answer. However, with larger classes, the game can also be played in pairs while the teacher goes around the room checking answer. Unfortunately, sometime when applying this game in the class, teacher can not control the class.

When two players who play randomly, the first player wins 58.49% of the time, the second player wins 28.81 %, and the game is a drawn 12.70 % of the time. When two players who play the game perfectly play, the game is always a drawn. In fact, there can only be three possible answers, the first player always wins, the second player always win, or the game is always a drawn.[24]

3. Teaching English at Junior High School

English as an international language is used as a means of communication among people in trade, politics, and professional field, In Indonesia, English is taught as the first foreign language optionally from the Elementary School (SD), and obligatory at Junior High School (SMP) through the third year of Senior High School (SMA) even for some semester at college.

According to Wells, there are four literacy. They are performative, functional, informational, and epistemic. In the performative stage, students able to read, write and speak using symbols that are used. In the functional stage, students are hoped able to use language in their daily such as reading a news paper, manual reading. In the informative stage students are hoped able to look for knowledge

24 Kevin Gong, http://kevingong.com/Math/TicTacToe.html accessed on Thursday, 15 July 2010

using their language. And in the epistemic stage, students are hoped able to transform the knowledge in certain language.

In this curriculum, graduation of Junior High School is hoped reach functional stage for survival communication. And graduation of Senior High School is hoped reach informational stage to continue in University.

Depend on explanation above, education of English at Junior High School still guided for short oral sentence and simple written (oral language that are written).

So, the difficulties are not on the number of word in the discourse that is written by student, but on the quality of discourse. Short written text that has good structure, it will get great value than long text that difficult to be understood.[25]

4. **The Characteristic of Adolescence**

According to Piaget, there are four phase of children's growth they are:

a. Sensorymotor Stage, from born – 2 years

b. Preoperational Stage, 2 years – 8 years

c. Concrete Operational Stage, 8 years – 11 years

d. Formal Stage, 11 years – 15 years and more.[26]

In the formal stage are students of Junior High School that we call them adolescent. This is transition period from childhood to be adulthood. In this case there are many changing of their attitude, aptitude even their life style.

But teachers have to know the characteristic of teenage students, why they seemed to be less lively and less motivation. There are a number of reasons way students and teenage students in particular may be disruptive in class. Apart from the need for self esteem and the peer

---

[25] Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris, (Jakarta: DEPDIKNAS,2003), p.5

[26] Kasihani K.E. Suyanto, *English for young learner*, (Jakarta: Bumi Aksara, 2010), p.6

approval they may provoke from being disruptive, there are other factors too, such as the boredom they feel not to mention problems they bring into class from outside school. However, while it is true that adolescents can cause discipline problems, it is usually the case that they would be much happier if such problems did not exist. They may push teachers to the limit, but they are much happier if that challenge is met, if the teacher actually manages to control them.

However, we should not become too preoccupied with the issue of disruptive behavior. For while we will all remember unsatisfactory classes, we will also look back with pleasure on those groups and lessons which were successful. Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.[27] According to Jim Scrivener, in teenage classes, the learners are discovering a range of new possibilities for themselves. They are discovering what impact they can have on the world and can be very motivated. The learners can bring a strong enthusiasm for topics they are interested in and they can get very focused on specific things relevant to themselves. They often respond well to work that is clearly organized and takes their interest into account. But although teenage classes can be among the most interesting and exciting, they also have some reputation for being demanding on the teacher. Some of these are listed in the next section.[28]

5. Tenses

a. General Concept of Tenses

There are three forms of tenses that indicate the certain time of action. They are present, past and future.

1) Present Tense

---

[27] Jeremy Harmer, *The Practice of English Language Teaching* (England, Longman, 2002),p.39
[28] Jim Scrivener, *Learning Teaching A Guidebook for English Language Teacher* (United Kingdom: Macmillen Publisher, 2005)2nd.p. 329

Present tense describes habitual action, routine or thing that are generally or always true. Using time expression as follow: always, often, sometimes, seldom, every day, every year, etc.

2) Future Tense

Future tense describes the action that happened in the future time. Using time expression as follow: Tomorrow, next week, next month, etc.

3) Past Tense

Past tense describes the activities in the past.

a) Form of Simple past tense

The simple past tense in regular verbs is formed by adding ed to the infinitive:

Infinitive   : to work

Simple Past Tense   : worked

Verbs ending in e add d only   :

Infinitive: to love

Simple Past Tense: loved[29]

b) Affirmative statements form

Verbal Sentences: Nominal Sentences:

Subject	Verb2
I	
You	
They	
We	Worked
He	
She	
It	

Subject	To be	Complement
I		
	Were	
You		
They		
We		Teacher
He	Was	
She		
It		

[29] A. J. Thomson and A.V. Martinet, *A Practical English Grammar*, (New York, Oxford University Press, 1995), p. 161

c) Negative statements form

The negative or regular and irregular verbs are formed with did not (didn't) and the infinitive:

Verbal Sentences: Nominal Sentences:

Subject	Did not	Verb1
I		
You	did not	Work
They	Didn't	
We		
He		
She		
It		

Subject	To be + not	Comple-Ment
I		
You	Were not Weren't	
They		Student
We		
He		
She	Was not	
It	Wasn't	

d) Interrogative statements form

Verbal Sentences: Nominal Sentences:

Did	Subject	V1
	I	
	You	
	They	
Did	We	Work
	He	
	She	
	It	

To be	Subject	Complement
	I	
	You	
Were	They	
	We	Diligent
	He	
Was	She	
	It	

These following examples of regular verbs form from present, past tense and past participle:

Regular Verb

Present   **Past**   **Past participle**

Ask	asked	asked
Answer	Answered	Answered
Close	Closed	Closed
Clean	Cleaned	Cleaned
Learn	Learned	Learned
Laugh	Laughed	Laughed
Move	Moved	Moved
Play	Played	Played
Talk	Talked	Talked
Open	Opened	Opened
Play	Played	Played
Stay	Stayed	Stayed
Walk	Walked	Walked

Irregular verbs form

These vary considerably in their simple past form. In the simple past form of each irregular verb must therefore be learnt, but once it this done there is no other difficulty, as irregular verb (like regular verbs) have no inflexions in the past tense.

These following examples of irregular verbs form from present, past tense and past participle　：

Present	**Past**	**Past participle**
Become	Became	Become
Begin	Began	Begun
Bring	Brought	Brought
Drink	Drank	Drunk
Eat	Ate	Eaten
Find	Found	Found
Feel	Felt	Felt
Get	Got	Got/ Gotten
Keep	Kept	Kept
Know	Knew	Known

Meet	Met	Met
Say	Said	Said
Think	Thought	Thought
Write	Wrote	Written

b. Time Signal of Simple Past Tense

Common time expressions that are used the Simple Past Tense includes yesterday, ago, last week, last month, for three years, etc.

c. The Function of Simple Past Tense

1) It is used for actions completed in the past at the definite time.

Example : I met him yesterday

2) It is used for an action whose time is not given but which occupied a period of time now terminated or occupied at the moment in a period of time now terminated.

Example : He worked in that bank for four years.

My grandmother once saw Queen Victoria.

3) It used for a past habit

Example : He always carried an umbrella

4) It is used in conditional sentence, type 2 (for use of the unreal past after *as if, as though, it is time, if only, wish, would rather*).[30]

Example : If I had enough money, I would buy a new care.

According to Marianne Celce Murcia states that the functions of Simple Past Tense are:

1) A definite single completed event or action on the past.

Example: I attended a meeting of that committee last week

2) Habitual or repeated action or event in the past.

Example: It snowed almost every weekend every winter

3) An event with duration that applied in the past with the implication that it no longer applies in the present.

---

[30] *Ibid.,* p.162

21

Example: Professor Nelson taught at Yale for 30 years.

4) With states in the past.

Example: He appeared to be a creative genius.

He owed me a lot of money

5) Imaginative conditional in the subordinate clause.

Example: If he took better care of himself, he wouldn't be absent so often.

6) Social distancing

Example: Did you want to sit down and stay a while?[31]

So as we can see, the simple past is used when the speaker conceptualizes a complete event factually, but as remote in some way.

6. Language Teaching Method

The method concept in teaching the nation of a systematic set of teaching practice based on particular theory of language and language learning is a powerful one, and the quest for better methods was throughout the twentieth century.

The popular methodology includes ideas at all the various levels, procedures, and approach. There are many methods in teaching language. They are:

a. The Grammar Translation Method

A fundamental purpose of learning foreign language is to be able to read literature written in the target language.[32]

b. The Direct Method

This method intends that students learn how to communicate in the target language.[33]

c. The Silent Way

---

[31] Marianne Celce-Murcia, Diane Larsen- Freeman, *The Grammar Book an ESL/EFL Teacher's Course*, (USA: Heinle & Heinle Publisher).2ed, p.99

[32] Diane Larsen Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2001), 2nd ed, p. 17

[33] *Ibid*, p. 28

The silent is the name of a method of language teaching is devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learners should be encouraged to produce as much long as possible.[34]

d. Suggestopedia

Suggestopedia also known as Desuggestopedia, it is a method developed by the Bulgarian psychiatrist educator georgi Lazanov. Suggestopedia is a specific set of learning recommendation derived from suggestology, which Lazanov describes as a "science........concerned with the systematic study of the non rational or non conscious influences' that human beings are constantly responding to.[35]

e. Community Language Learning

Community language learning is linked as a set of practices used in certain kinds of bilingual education programs and referred to by Mackey as "language alternation. In language alternation, a message, lesson or class is presented first in the native language and the again in the second language.[36]

f. 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.[37]

g. Communicative Language Teaching

In communicative language teaching, language was taught by practicing basic structures in meaningful situation based activities.[38]

h. Audio Lingual Method

---

[34]Jack C. Richards & Theodore S. Rodgers, *Approaches and Method in Language Teaching,* (UK: Cambridge University Press, 2001), p. 81
[35] *Ibid*, p. 100
[36] *Ibid*, p. 90
[37] *Ibid*, p. 73
[38] *Ibid*, p. 153

The purpose of language learning is to learn how to use the target language communicatively.[39]

A variation on audio lingualism in British based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, Production. In this procedure the teacher introduces a situation which contextualizes the language to be taught. Then, language is presented. The students now practice the language using accurate reproduction techniques such as repetition or cue response drills. Later, the students use the new language, make sentences of their own, and this is referred to as production.[40]

For explanation above, researcher uses PPP method to teach simple past tense and applies Tic Tac Toe game. This method is clearer for students to play game. First, teacher presents or explains about Simple Past form and explains how to play Tic Tac Toe game. Then teacher gives example of simple past sentence, immediately teacher lets students to practice making a simple past sentence, and teacher checks students' correctness. The last is producing, this case, students try to make a simple past sentences by applying Tic Tac Toe game.

7. **Improving of Students' Understanding**

Understanding is level of cognitive aspect that asks students show their understanding with changing or manipulating information. This level is presenting a step. It does not only remembering, because this stage requires students to transform the information in to the form that can be understood. Students can do this level using some ways, they are:

a. Repronounces with their language self.

---

[39] Jack C. Richards & Theodore S. Rodgers. *Ibid*, p. 45
[40] Jeremy Harmer, *Op.Cit.*, p. 80

b. Translating is another form in understanding level. It must have changing of form in order the information can be given in various ways.[41]

According to oxford dictionary, improve is become or make something to be better, to increase good qualities.[42] In this case Tic Tac Toe game is used as a technique to improve students understanding on Simple Past Tense. There are some indicators of Students' Understanding on simple Past Tense, they are:

a. Students able to respond teacher or their friend well.
b. Students able to answer the teacher question well.
c. Students able to create simple past sentences well.
d. Students able to apply simple past tense in the real activities or in some written text.

Improving Understanding is segment of direct teaching lesson where teacher explains new content and it is a direct teaching phase is the most important.[43]

So the result of this study is directed to improve their understanding on simple past tense in form, in affirmative, negative or interrogative sentences either verbal or nominal sentences.

8. **Teaching and Learning Grammar**

   a. **Basic Principles for Grammar Teaching**

      Some basic rules of thumb for grammar teaching which will serve as the criteria for evaluating the practical approaches that follow:

      1) **The E- Factors: Efficiency = economy, ease, and efficacy**

         Dealing with grammar is only a part of a teacher's activities, and given that classroom time is very limited, it

---

[41] David A. Jacobsen, et. all, *Method for Teaching " Meningkatkan Belajar Siswa TK – SMA,* (Yogyakarta: Pustaka Pelajar, 2009), 8th edition, p. 94

[42] Martin H. Manser, *Oxford Learners Pocket Dictionary,* (New York: Oxford University Press, 2000), p.209

[43] David A. Jacobsen, et.all, *Op. Cit,* p. 203

would seem imperative that whatever grammar teaching is done as sufficiently as possible. If, as has been suggested, the teacher's energies should be at least partly directed at getting learners to communicate, prolonged attention to grammar is difficult to justify. Efficiency, in turn, can be broken down into three factors: economy, easy, and efficacy.

When presenting grammar, a sound rule of thumb is: the shorter the better. It has been shown that economy is the key factors in the training of technical skills.

The ease factor recognizes the fact that most teacher lead busy lives have many classes and simply cannot afford to sacrifice valuable free time preparing elaborate classroom material. Of course, the investment of time and energy in the preparation of the material is often accompanied by a commitment on the part of the teacher to make them work.

Finally, and most importantly, we now know a lot more about what constitute the best condition for learning. A prerequisite for learning is attention. So the efficacy of grammar activity can be partly measured by the degree of attention it arouses. This means trying to exclude from the focus of the learner's attention any distracting or irrelevant details. Attention without understanding, however it is waste time, so efficacy will in part depend on the amount and quality of contextual information, explanation and checking. Finally understanding without memory would seem to be equally ineffective, and so the efficacy of a presentation will also depend on how memorable it is.

None of these conditions, however, will be sufficient if there is a lack of motivation and, in the absence of some external motivational factors, it is the teacher's job to choose tasks and materials that engage the learners. Tasks and

materials that are involving, that are relevant to their needs, that have an achievable outcome, and that have element of challenge while providing the necessary support, are more likely to be motivating than those that do not have these quality.

2) The A - Factor: Appropriacy

No class of learners is the same: not only in their needs, interests, levels and goals going to vary, but their beliefs, attitudes, and values will be different too. Any classroom activity must be evaluated not only according to criteria of efficiency, but also of appropriacy.[44]

b. Rule and Explanation

Many of the pros and cons of a rule driven approach hinge on the quality of the actual rule explanation. The point was made that it is not often the case that a linguistics' version of a rule will be appropriate in a classroom context, and there will inevitably be, therefore, some trades off between the truthfulness of a rule and the pedagogical worth of rule.

Michael Swan, author of teacher's and student's grammar, offers the following criteria:

1) Truth: Rules should be true.

2) Limitation: Rules should show clearly what the limits are on the use of a given form.

3) Clarity: Rules should be clear. Lack of clarity is often caused by ambiguity or obscure terminology.

4) Simplicity: Rules should be simple.

5) Familiarity: An explanation should try to make use of concepts already familiar to the learners.

---

[44] Scott Thornbury, *How to Teach Grammar,* (UK: Bluestone Press, 2006), p. 25 – 26

6) Relevance: A rule should answer only those questions that the student needs answered.[45]

From the explanation above, the teacher should more be careful to give example of apply and using the rule. Teacher should pay attention the characters of learners.

c. **Deductive Approach and Inductive Approach**

There are basically two ways in which a learner can achieve understanding of rule:

1) A deductive Approach

It is started with the presentation of rule and is followed by examples in which the rule is applied.

2) Inductive Approach

In the former, the grammar rule is presented and the learners engage with it through the study and manipulation of examples. In other hand, without having met the rule, the learner studies example and form these examples derive an understanding of the rule.[46]

B. **PREVIOUS RESEARCH**

There are some researchers that did the research by using game. One of them is done by Rondiyah (05420472), Faculty of Language and Arts Education, IKIP PGRI Semarang 2007. She made a "Games as Learning Media to Improve Vocabulary: A case study of the fourth year students of MI Degayu I Pekalongan in Academic year 2008/ 2009.

She did the study because Language learning is hard task. She assumed games are highly motivating since they are amusing and at the sometimes challenging. Games also help the teacher to create context in which the language is useful and meaningful.

---

[45] *Ibid.,* p.32
[46] *Ibid.,* p.49

28

In her study, she compared the teaching by using conventional method and by using game. The result of her study, she got that vocabulary mastery of students taught using game increase 6.77%. And vocabulary mastery of students taught without using game increase 3, 53%. There was a significant difference of vocabulary mastery of the students who taught using game. The learning by using game is effective than without game.[47]

Second researcher is Sukma Dian Rini (05420565) Faculty of Language and Arts Education, IKIP PGRI Semarang 2007. She made a "Teaching English Using A Miming Games to the sixth year students of SDN Kramat Kudus in Academic year 2007/ 2008.

She identified the difficulties faced by students. She used observation and interview as an instrument to collect data.

The result of her study, the students has motivation to learn English using Miming game. Through this game the students became active in the class. Their knowledge about English is better than before.[48]

Two researchers above discussed about game, According to the result of their research that games are useful thing for teacher and students. They had similarity with the writers' study. They involved game as a media in learning. But there is significant difference between previous researcher and the writer studied.

First research did not use certain game. Whereas not all of games are appropriate with students age and their capability. The researcher focused on the using of game as a media to improve student's vocabulary. She used interview and test to collect the data.

Then the second researcher focused on the effectiveness of miming game to teach English. In this case the researcher used Miming game to

---

[47] Rondiyah, *Games as Learning Media to Improve Vocabulary: A case study of the fourth year students of MI Degayu I Pekalongan in Academic year 2008/ 2009, (*Semarang: Faculty of Language and Arts Education IKIP PGRI, 2007)

[48] Sukma Dian Rini, *Teaching English Using A Miming Games to the sixth year students of SDN Kramat Kudus in Academic year 2007/ 2008*, (Semarang: Faculty of Language and Arts Education, IKIP PGRI 2007)

teach English whole. There is no specific lesson or material of it. She used interview, observation and test to collect the data.

In this case the writer uses a game as a media to observe the improvement of students' understanding on simple past tense. This research use specific game and specific material, so the result of this research is more accurate than two researches above. The writer uses observation, test and document to collect the data.

C. ACTION HYPOTHESES

Based on the description above, there are some action hypotheses that can be described as follows:

1. The use of Tic Tac Toe Game can improve students' understanding on simple past tense.

2. The use of Tic Tac Toe game should be implemented as an alternative way in teaching simple past tense or past perfect tense.

CHAPTER III
METHOD OF INVESTIGATION

A. Research Approach

Research is an activity or a systematic process to solve a problem that is done by applying scientific methods.[49]

David Nunan explained research is, first, it is about inquiry. It has two components: process and product. The process is about an area of inquiry and how it is pursued. The product is the knowledge generated from the process as well as the initial area to be presented. Second, research is a process which involves, (a) defining a problem, (b) stating an objective and (c) formulating a hypothesis. It involves gathering information, classification, analyzes, and interpretation to see to what extent the initial objective has been achieved. Third, undertaking structured investigation, which hopefully result in greater understanding of the chosen interest area. Ultimately, this investigation becomes accessible to the public. Fourth, an activity which analyzes and critical evaluates some problems.[50]

There are various research designs including experiment, descriptive, correlative, comparative, error analysis and action research.

In this study, the researcher used classroom action research. As early as 1980, according to M.H.Long as cited by Marianne Celce Murcia defined classroom research as "research on second language learning and teaching, all or part of whose data are derived from the observation or measurement of the classroom performance of teacher and student".[51]

---

[49]Emzir, *Metodologi Penelitian Pendidkan Kuantitatif dan Kualitatif* (Jakarta: PT. Raja grafindo persada, 2008), p. 3

[50] David Nunan, *Research Method in Language Learning*(USA: Cambridge University Press, 1992), p.2

[51] Marianne Celce Murcia, *Teaching English as a Second or foreign Language* (USA: Heinle & Heinle 2001), 3 ed., p.490

The term action research is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures. The researcher begins by planning an action to address a problem, issue, or question in his or her own context. This action (which is also called a "small scale intervention") is then carried out. The next step is the systematic observation of the outcomes of the action. The observation is done through a variety of procedure for collecting data. These include audio or video recording, teacher's daily entries, observation note, etc.

The broad goal of action research is to seek local understanding and to bring about improvement in the context under study.[52] Carrand and Kemmis see action research as "self reflective inquiry, undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of their practices, and the situations in which these practices are carried out".[53] Simpler, action research is learning by doing: one group identifies one problem, does to solve the problem, observes them how the achievement of them. If it doesn't successful, they will try again to get the achievement.

There are four activities in every cycle for doing classroom action research. It steps using research cycle and it is implemented to increase the student's spirit to solve their faced problem. The procedure generally associated with action research, according to Kemmis and Mc Taggart, classroom action research is one of a continuing which is most simply represented as a succession of stages, beginning with:

1. Planning that forms the basic for future.

2. Action to improve the situation, supported by,

3. Observation of what is happening, leading to more specific focus of interest.

4. Reflection on the focus which has been identified by planning and so on.

---

[52] *Ibid*, p., 490
[53] Julian Edge, *Action Research,* (USA: Kirby Lithographic Company, 2001), p. 3

These components add together two components acting (second) and observing (third) as one component. So when a researcher applies a treatment, the researcher can observe them in one time.

The step of action research according to Kemmis and Mc Taggart was below:
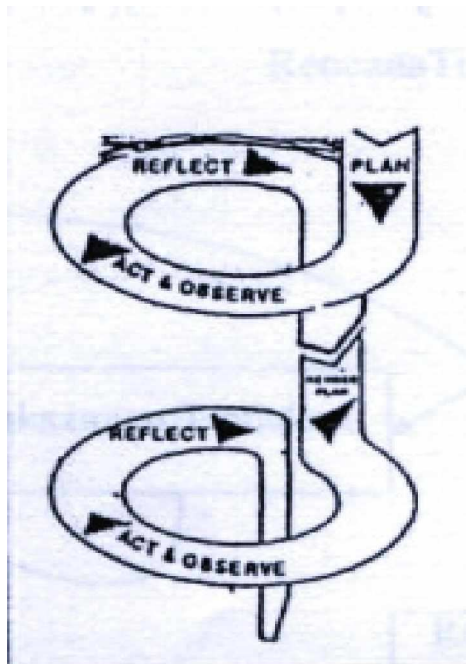
All those steps can be explained as follow:

1. Planning

    Planning is a plan to conduct treatment or after making sure about the problem of the research. It explains of word what, why, when, and where a researcher does the research.[54] In this activity the researcher formulates some procedural acts how to improve student's understanding on simple past tense. The procedures are put in some lesson plans. They are formulated based on observation and reflection note of the previous teaching and learning process.

---

[54] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rieneka Cipta, 2006), 6th Ed., p. 98

2. Acting

In this step, the researcher tries to implement some techniques or procedural acts that have been formulated at planning.

3. Observing

The researcher is implementing some techniques or procedural acts in improving students' understanding on simple past tense, the researcher also observing the teaching and learning process.

In this step, the researcher identifies and analyzes the data collected during the treatment. The data being taken were quantitative data. It is taken from test.

4. Reflecting

Reflecting is the activity of evaluating critically about the progress or change of the students, class, and also teacher. In this step, the writer can observe whether the 'action' activity give result any progress, what progress happened, and also about the positives and negatives, and so on.

B. Research Subject/ Participant

This classroom action research would be held at the eighth grade students of MTs Nahjatus Sholihin Kragan Rembang. There are four classes at the eighth grade. They are class VIII A, B, C, D. The writer only used one class as the subject of study. They were students of class VIII (C) at MTs Nahjatus Sholihin Kragan Rembang that consist of 36 students.

C. Time and Setting

The research was conducted from August 26th, 2010 until October 4th 2010.

This is the research time schedule:

No	Task Description	Time schedule/ week				
		5 Augt	26 Augt	23 Sept	30 Sept	4 Oct

1.	Asking permission to the head master to do research and get familiar with the school situation.					
2.	Doing preliminary research					
3.	Doing the first cycle (explained pattern of simple past tense and applied Tic Tac Toe game)					
4.	Doing the second cycle (explained the pattern of simple past tense and applied Tic Tac Toe game)					
5.	Doing the third cycle (reviewed the material applying Tic Tac Toe game on simple past tense and did the test)					

D. Technique of Data Collection

Collecting data method is the ways that can be used by researcher to collect data.[55]. They are interview, observation, questionnaire, test and documentation. In this study, the researcher used documentation, test and observation.

1. Documentation

Documentation is searching the data. It is about note, book, news paper, magazine, etc. The researcher uses this method to obtain data which is related to this research. Those documents include students' name and documentation of teaching and learning process of classroom action research.

2. Observation

---

[55] Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT. Rieneka Cipta, 2009),p. 100

Observation is activities to observe the object closer about activities directly.[56] Observation in this research would be used to monitoring the student's activities during the teaching learning process of English study by using Tic Tac Toe game. Observation was used in every cycle to make a conclusion of teaching and learning process.

3. Test

Test is some questions that are used to measure the knowledge, intelligence, skill or ability from individual or group.[57] This test could measure students' ability to understand simple past tense by multiple choice questions related to the lesson. It is given after students got some activities of teaching trough Tic Tac Toe game.

E. Instrument of the Study

Research instrument is tool or facilities are used by researcher to collect data. It is easier his work and the result of research are better, more accurate, complete and systematic. So it is easier to be worked.[58]

An instrument could be form of questionnaire, observation checklist, interview guided, and test.

In this research, the researcher used observation checklist, test and documentation.

1) Observation checklist

In arranging observation checklist, the researcher listed some students' observable participate that indicated their activeness during teaching and learning process.

In observation stage, the researcher was helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observed what was going on in the classroom and observed the effect of her teaching to improve students understanding on simple past tense. Observation was carried

---

[56] Riduan, *Skala Pengukuran Variable Penelitian* (Bandung : Alfabeta, 2009), p. 30
[57] Suharsimi Arikunto, *Op.Cit*, p. 150
[58] *Ibid,*. p. 160

out four times; preliminary, cycle I, II and III. The observation checklist which is used in this study is as follow:

Table I

Form of observation checklist:

No	Klp	Descr.1				Descr.2				Descr.3				Descr.4				Descr.5				Descr.6				∑	%	category
	Name	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			

Description   :

1. Students give attention to teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students ask question to teacher relating the lesson.
4. Students show their activeness and enthusiasm in joining the game.
5. Students respond the other group friend's answer
6. Students discipline in doing the task.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

2) Test

In this research, the researcher used multiple choice tests. Researcher gave test in after treatment for every cycle. The purpose is to measure the improvement of students' understanding on simple past tense in every cycle. There were 10 items of multiple choice consists of regular, irregular verb either verbal pattern or nominal pattern.

3) Documentation

The researcher used documentation which relate with this research. They were students' name list, lesson schedule, students' worksheet and photo of teaching and learning process by using Tic Tac Toe game.

F. Technique of Data Analysis

After the researcher collected data trough test and observation, the researcher analyzed the data used percentage descriptive quantitative analysis in giving the score to find out the improvement of students' understanding on simple past tense by using Tic Tac Toe game.

1) Method of Analyzing Observation Checklist

Researcher used observation checklist during the teaching and learning process in preliminary research, cycle I, cycle II and cycle III. Then the result of observation checklist would be analyzed by calculating the percentage as following:

The formula to measure the student's participant is:

$$\text{Percentage } \% = \frac{n}{N} 100\%$$

n = the score of students

N = the sum of total score

% = the percentage of the expectation.

From the formula above student's participation can be categorized as follow:

a. Little participation

The aspect of activity that was observed above reaches out for about 25% from overall percentage 100%.

b. Enough participation

The aspect of activity that was observed above reaches out for about 50% from overall percentage 100%.

c. Good participation

The aspect of activity that was observed above reaches out for about 75% from overall percentage 100%.

d. Excellent

The aspect of activity that was observed above reaches out for 100%.

2) Method of Analyzing Test Result

a) Measuring the students individual ability

In every cycle, after treatment researcher gave multiple choice tests to the students. It was contain of 10 multiple choice tests. The score of correct answer is 1 and 0 to each wrong answer. The result of the test would be analyzed by using percentage scoring as following formula:

$$Score = \frac{\Sigma\,right\ answer}{\Sigma\,items}\,x100\%$$

After giving percentage of score, then the researcher gave five letters: A, B, C, D and E to classify the grade of students' scores level as follows:

The percentages of correct answer grade:

81 - 100 %	A: Excellent
61 – 80 %	B: Good
41 – 60 %	C: Fair
21 – 40 %	D: Less
0 – 20 %	E: Poor

Then, the researcher determined the frequency of students score as below:

b) Calculating the result of study

The result from the achievement of study

The average of the student results: $\dfrac{The\ total\ of\ the\ Percentage}{The\ number\ of\ students}\,x\ 100\%$

c) Measuring the Mean of Test

The researcher calculated the mean of test to measure the improvement of students' score in every cycle after calculated the percentages of individual students' score. The mean are formulated as follow:

Calculate the mean of test.[59]

$$M \; \frac{\sum X}{N}$$

M = The mean of score

X = the total of score

N = the sum of students number.

From the result of analyze the score of test and observation checklist. Researcher finds out the improvement of students' understanding on simple past tense by using Tic Tac Toe game.

G. Procedure of Collecting Data

This study was classroom action research, there were three cycles. Each cycle was ended by multiple choice tests. Before the researcher did a cycle, she conducted preliminary to know the student's ability in understanding tenses especially simple past tense.

The steps of action research (taken from: Penelitian Tindakan Kelas, LP3 (UNNES: 2007).[60]
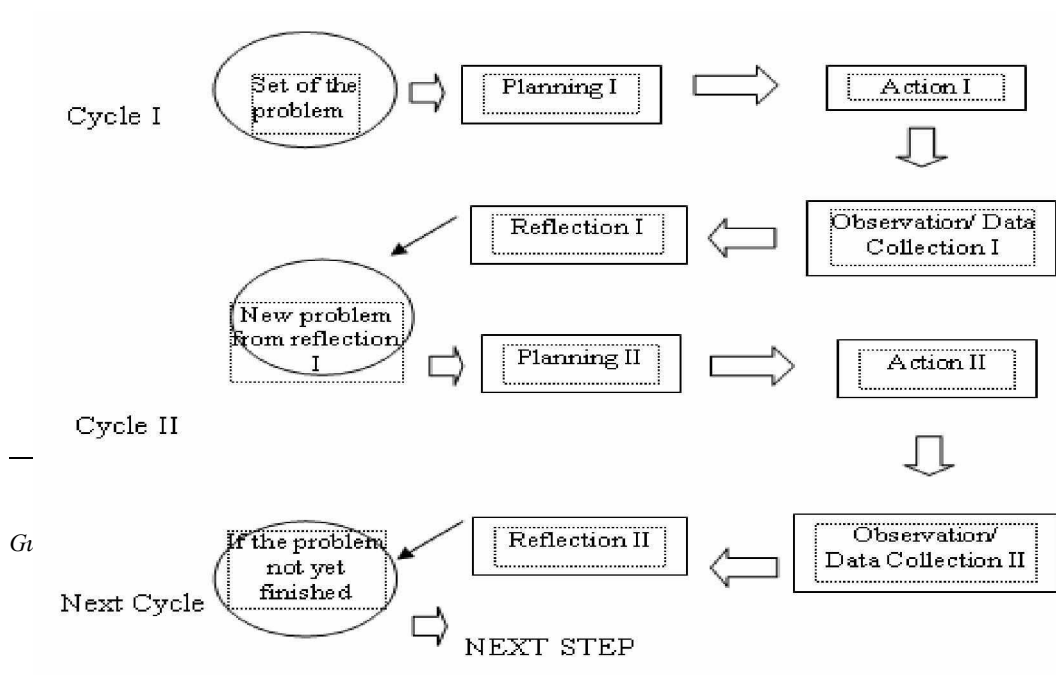
The activities of research were done in each cycle are as follows:

1. Preliminary

The first activity before the researcher did the cycle. The researcher got the score by using conventional method from teacher class on Thursday, August 26th, 2010. Then the researcher gave multiple choice tests to measure the student's ability before the researcher implements the Tic Tac Toe game.

2. Cycle of Action Research

a. First Cycle (1st meeting)

For the first cycle, that be done on Thursday, September 23th, 2010 the researcher began with the teaching learning process.

2) Planning

a) The researcher and teacher discussed about the implementation of Tic Tac Toe Game.

b) The researcher got information about condition of class.

c) Researcher made some groups of students in the classroom.

d) The researcher prepared the instructional tools, the material of the study that researcher need.

e) Researcher planed to make the lesson plan for the first meeting.

f) Researcher prepared the observation checklist of cycle I.

g) Researcher prepared the test for cycle I.

3) Acting

a) The teacher greeted the class and checked students' attendance list.

b) The teacher asked some students about their activity in the past (as a brainstorming).

c) Teacher explained the simple past tense form.

d) Teacher divided students to 7 groups.

e) Teacher distributed Tic Tac Toe paper for every group.

f) Teacher stuck Tic Tac Toe verb on the blackboard.

g) Teacher introduced Tic Tac Toe game and explained the role of playing it.

h) Teacher implemented the Tic Tac Toe game for teaching and learning process.

i) Students played Tic Tac Toe game in a group.

j) At the end of the lesson, the teacher gave the students multiple choice tests.

4) Observing

When the researcher was implementing some techniques or procedurals act in his teaching. Researcher and English teacher observed students' activities in teaching and learning process and also made a note in every activity.

5) Reflecting

a) Researcher and English teacher evaluated about the students' condition in the class.

b) Researcher and English teacher discussed about teaching and learning process that have done to find the weakness and how to improve it, in the next meeting.

c) Researcher analyzed the weakness and strengthen of implementation Tic Tac Toe Game in learning and teaching with the teacher.

d) Researcher analyzed the data from observation checklist and result of the test to find out the improvement of students' understanding on simple past tense taught by using Tic Tac Toe game.

e) Researcher made reflection and conclude the result of the first cycle.

b. Second Cycle (2nd meeting)

   After conducting the first cycle, the researcher conducted cycle II. The second cycle was done based on the result of the first cycle, if the result from observation shows that the students score still low, it is needed to be continued to the next cycle to fix the previous weakness. The second cycle conducted on Thursday, September 30th 2010. The designs of the second cycle are:

1) Planning

  a) Researcher evaluated the result of reflection and discussed with English teacher to be better in the next meeting.

  b) Researcher prepared the instructional tools, the material of the study that teacher need.

  c) Researcher planed the lesson plan for the second meeting.

  d) Researcher prepared the observation checklist of cycle II.

  e) Researcher prepared the test for cycle II.

2) Acting

  a) Teacher asked students about their difficulties of previous lesson.

  b) Teacher asked the students about their activities in the last night, yesterday, two days ago, and condition of something.

  c) Teacher reviewed the previous lesson.

  d) Teacher explained simple past form more.

  e) Teacher divided class to be 7 groups consist of different students from cycle I.

  f) Teacher distributed Tic Tac Toe paper for every group.

  g) Teacher implemented Tic Tac Toe game using different procedure from cycle I.

  h) Teacher gave multiple choice tests.

3) Observing

When they were playing of Tic Tac Toe game and doing assignment of some question of multiple choice tests. Researcher observed students' activities in teaching learning process and she was helped by English teacher as a collaborator.

4) Reflecting

a) Researcher and English class teacher discussed about teaching and learning process that have done to find the weakness and how to improve it, in the next meeting.

b) Researcher analyzed the students' score and the observation checklist to find out the improvement of students' understanding on simple past tense taught by using Tic Tac Toe game in cycle II.

c) Researcher evaluated and concluded the result of the second cycle for the next meeting.

c. Third Cycle (3rd meeting)

The third cycle was done based on the result of the second cycle. There are several aims of cycle III to improve the teaching learning process, to give more opportunities to students, to improve their understanding on simple past tense. The third cycle conducted on Monday, October 4th 2010. The designs of third cycle are:

1). Planning

a) Researcher planned to make the lesson plan for next meeting.

b) Researcher prepared the observation checklist of cycle III

c) Researcher prepared the test for cycle III.

d) Researcher prepared the instructional tools, the material of the study that researcher need.

2). Acting

a) Teacher greeted and checked students' attendance list.

b) Teacher reviewed the previous material.

c) Teacher asked students about the condition of something in the past and asked their activities in the past.

d) Teacher explained about simple past tense again especially in nominal sentence to make sure that they have no problems.

e) Teacher divided class to be couples.

f) Teacher distributed Tic Tac Toe paper for every group.

g) Teacher explained the procedure of Tic Tac Toe game. It was little different with procedure from cycle I and cycle II.

h) Each couple matches with other couple.

i) Teacher gave the multiple choice tests for students.

3). Observing

Researcher and English teacher observed students' activities in teaching learning process while they were playing Tic Tac Toe game and did the assignment of multiple choice tests related to the material.

4). Reflecting

Researcher and teacher discussed teaching learning process that has been done and then they analyzed students score to find out the improvement of students understanding on simple past tense. The result of students' score was compared with the students score in cycle I and II.

From the all result English teacher and researcher reflected the activities that have been done. The result of this analysis could be used as review that by using Tic Tac Toe game could improve students' understanding on simple past tense.

CHAPTER IV
RESEARCH FINDING

A. Result of the Study

This study was on the implementation of Tic Tac Toe game to improve students understanding on Simple Past Tense. It was conducted through a classroom action research which consisted of several activities.

1. Preliminary Research

This research was done on Thursday, September 23th 2010. There were 36 students as participants. In this activity, students were taught simple past tense by using conventional method. In this case the researcher conducted at the beginning of the research. It was done by Mr. Sofyan as English teacher. The researcher just observed the classroom activity during the English lesson. Mr. Sofyan taught by using inductive method.

First, teacher asked some students randomly about their activities in the past or at the time in Indonesian. From the student's answer, teacher explained about simple past tense, all at one he distinguished between the function of simple present and simple past tense. From the observation, the researcher found some facts that happened in the classroom during learning process. It could be described as follows: grammar is hard subject and can make students confused. So students looked bored, most of them didn't pay attention for the teacher explanation and could not respond the teacher question. At the beginning when teacher asked students to respond teacher question, they were confused to distinguish verb I and verb II.

From the description above, it can be concluded that the students' participation activity and their understanding about simple past tense was low during the English lesson. Then to make the students enthusiastic and easy in learning, the researcher implemented

Tic Tac Toe Game to improve students understanding on simple past tense.

Then, in this section, the researcher gave tests that contain of 10 items of multiple choices after students were taught by conventional method. Students are given 15 minutes to do it. The purpose of the test was to measure students' achievement before given an action. Then the result of tests, the researcher calculated with formula below:

$$\text{Score} = \frac{\sum righ\tan swer}{\sum items} \times 100\%$$

From the result above, then researcher calculated the mean of students score. It was aimed to know the students' comprehend of simple past tense. After giving the test, the researcher intended to use Tic Tic Toe game to the next activity to make students interest and enjoy the learning process.

2. **First Activity**
   a. Planning

   This activity was done on Monday. Based on the result of preliminary test that is not satisfied. The researcher and English teacher decided to use Tic Tac Toe game. The treatment was focused on improvement of students' understanding on simple past tense. Before applying Tic Tac Toe game researcher prepared the instructional tools that were needed in teaching learning such as lesson plan, observation checklist, Tic Tac Toe paper, and students' test.

   b. Implementing

   In this activity, the researcher became a teacher and she was accompanied by the teacher as observer. The first activity, the

teacher asked some students about their activities in the past. In fact, from the students' answer they could not distinguish simple present tense, simple past tense and simple continuous tense pattern. Such as from student's answer "I am studying last night" and "I am study". From this result, teacher explained the pattern of simple past tense verbal sentence, and then teacher applied some example. Teacher explained either verbal pattern or non verbal sentence. When teacher explained in front of class about simple past tense and gave examples of simple past tense, most of students gave attention to her. Teacher gave chance for all students to make and change simple past tense sentence to negative and interrogative sentences. The students could respond and create sentences well, although it was gradually. Then teacher walked around class and asked one students in the backside about their activities in the past. The student could make good positive sentence of simple past tense. Then teacher asked other students to change that friend's sentence to be negative sentence. In this case, student could change that sentence well, although she was doubt to answer it. Then teacher let the students to ask question related to the material. There is one students gave question for teacher. She asked about the non verbal of simple past tense pattern.

After this, the teacher told to the students that in this learning the teacher would apply Tic Tac Toe game to teach simple past tense. The students seemed curiosity about it. Then teacher stuck Tic Tac Toe Grid on the blackboard and teacher divided class to be 7 groups, each group consists of 5 students. These groups were divided according to their score from the preliminary test. Then teacher distributed Tic Tac Toe paper to each group and explained the procedure of playing Tic Tac Toe game. First there were some students did not understand about the procedure, and then they asked the teacher related to the procedure. After teacher

explained more, the students understood and they were ready to play that game. Before playing Tic Tac Toe game, teacher and students translated the meaning of verbs on Tic Tac Toe Grid. In order each student understood and did not find any difficulties when playing Tic Tac Toe game. To start this game the teacher asked students to change verb "WRITE" to be past verb, which group could answer quickly, they are to be first player of Tic Tac Toe game. In this phase, the first player was group 6. From the result of observation in cycle I, almost of students were to be active than before.

c. Observing

For about 30 minutes, the teacher observed the students' condition. When students playing Tic Tac Toe game. The teacher also was helped by Mr. Sofyan. When they were palying game, they could look up the words in the dictionary. From the first observe, some of group could not cooperation with their friend well. And there were some students still confused about the form of simple past tense, so they could not respond other group answer. But students were very enthusiast and enjoy during the game progress. Because the time was up, so the teacher stopped this game. Some students asked to be continued this game to the next meeting with other verbs. The winner was group 5. This group could collect 4 of symbol O. During the treatment there were 3 students asked to the teacher.

After gave the treatment through Tic Tac Toe game, the teacher gave multiple choice tests to measure students score. The teacher gave 10 minute for students to do test. There 5 students that could not discipline to do the test. They tried to get the other friends' answer.

To analyze students' tests, the teacher used this formula to calculate it. The formula was:

$$Score = \frac{\Sigma\, right\ answer}{\Sigma\, items} x100\%$$

d. Reflecting

After students playing Tic Tac Toe game, teacher discussed the result of observation when the game progressing and also made reflection to the next cycle. In this cycle there were students still confused to arrange a sentence using simple past form well. Sometime, students still apply Verb +ing in sentence. When playing Tic Tac Toe some of them could not cooperation with their group. But some of them could respond other group answer. Then researcher and English teacher planned to do the second cycle.

3. **Second Cycle**

a. Planning

This activity was done on Thursday. September 30th 2010. In this activity, teacher also prepared the instructional tool for teaching and learning process. Teacher done this cycle based on the reflection of first cycle with the English teacher.

b. Implementing

In this cycle the teacher divided class to be 7 groups, it was different with first cycle. The teacher made these groups according to the result of test from cycle I. In this phase as brainstorming, teacher asked some students about their activities in the past. Teacher asked Avud Angga Adityan about his activity last night. Avud answered using Indonesian. Then teacher chose other student to translate the avud's answer in English. She was Siti Nuraini, she could translate it well. From that example, teacher asked Faridatus Sholihah to change the sentence to be negative sentence of simple

past tense. She could answer well, but she did not apply "not" in the sentence, her answer was " I did play last night" . Then teacher asked all of students to correct it. Then, teacher asked them to change that sentence to be interrogative sentence in simple past tense. Teacher also gave exercise in nominal sentence and students could respond it well. For about 15 minute students were given simple exercise about simple past tense. The purpose was to put in main of simple past tense pattern and function for the students. Then teacher told to the students that we would play Tic Tac Toe game again. In this case, the students were so happy and made noise. Before teacher applying Tic Tac Toe game, she divided class to be 7 group. Then she distributed Tic Tac Toe paper for every group and stuck Tic Tac Toe grid on the black board. Then the teacher explained the role of playing Tic Tac Toe game from the second cycle. Then teacher translated the verb on Tic Tac Toe Grid, in order, students did not find any difficulties when play it. Then teacher gave for about 10 minutes for them to discuss in group.

c. Observing

In the second cycle, students showed their enthusiasm and happiness too. Students paid attention for teacher explanation, there were two students asked the teacher related to the procedures of playing Tic Tac Toe game. It was from group 1, group 6 and group 7.

When students discussed in group, they showed their cooperation each other. In this case, teacher gave permission for them to look up dictionary.

The first player was from group 6, because their group could answer or change the simple verb to be past verb that was given by teacher. For about 30 minutes they played Tic Tac Toe

51

game. From the observation, when they played Tic Tac Toe game, the problem was found that some students still confused in creating nominal sentence. After they got little explanation from teacher, finally they understood and continued the game. In this case the winner was group 3. Any way all of students could join with their group well, and they could cooperation each other.

After playing Tic Tac Toe game, the teacher gave multiple choice to get the students' score in simple past tense. It was content of 10 multiple choices. This cycle was followed 35 students, because one student was absent. The teacher gave 10 minutes for students to do test. There were some students did not discipline in doing the test. They tried to look up dictionary. Then teacher forbade them looking up the dictionary and asked them to be honest and confident by themselves.

To analyze students' tests, the teacher used this formula to calculate it. The formula was:

$$Score = \frac{\Sigma\,right\ answer}{\Sigma\,items}\,x100\%$$

d. Reflecting

Then teacher and English teacher discussed about teaching learning process that have been done to find the weakness and how to fix it in the next cycle and made reflection to the next cycle. In this cycle, students still confused to create simple past sentence in nominal pattern. And some of them still passive in responding the other group answer. So the teacher decided to do the third cycle to find out the students understanding on simple past tense well.

4. **Third Cycle**

a. Planning

The third cycle was done on Monday September 4th 2010. This activity was done based on the reflection of the second cycle. They still confused to create simple past tense in nominal sentence. So, this cycle, teacher made non verbal more than verbal in Tic Tac Toe grid.

b. Implementing

First, teacher greeted students and she checked the attendance list. Then as a brainstorming, teacher asked one student to answer her question. The question was "What your class condition one hour ago?" Then Dian Listiyana answered by using Indonesian. Then teacher translated it and wrote on the black board "My Class was clean an hour ago". Then, teacher wrote the nominal simple past pattern.

Then teacher explained students little about simple past tense pattern just to make more understood. Then teacher gave other example, to make sure their understanding.

Then, teacher divided class to be couples. There were 14 couples and 7 students to be judge. Couple 1 matched with couple 2, couple 3 matched with couple 4 and soon. Then teacher distributed Tic Tac Toe paper to them. And she stuck Tic Tac Toe Grid on the blackboard. Then teacher explained about the procedure of Tic Tac Toe for the third meting. This procedure is similar with previous, but in this phase, each team had to make straight on the tic tac toe paper and blocked the enemy.

In this case, before playing Tic Tac Toe game, the teacher translated the words on Tic Tac Toe Grid and students respond her. In order students did not find any difficulties when played game. Teacher also allowed them to open dictionary.

Researcher and English teacher went around to observe their act and to check their answer. There was not student find any

difficulties, but there were 3 judges asked the teacher or researcher about the correctness of the sentence. Immediately teacher gave explanation more to the group.

c. Observing

For about 30 minutes, students played Tic Tac Toe game. By using different procedure of previous cycle In this case, students were still enthusiasm to play this game. So it made the class condition to be noise. And students more discipline and could respond also check the opponent answer. Students were also more accurate to create sentences.

After playing Tic Tac Toe game, teacher conducted test. Teacher gave 15 minutes to do the test. The test consists of 10 multiple choices test. When doing the test, students were not allowed to open their dictionary and book. No body tried to look up the dictionary and ask other students' answer.

d. Reflecting

In this cycle, the students' improvement on understanding simple past tense was more significant. It could be seen from the average improvement score of the test and their enthusiastic in learning process, they were serious and made effort to understand simple past tense. The teacher and researcher decided to stop in this cycle, teacher and researcher concluded that students understood on simple past tense more significantly after being given treatment using Tic Tac Toe game since the first cycle until the third cycle.

B. The Students' Improvement of Understanding on Simple Past Tense after Being Taught Through The Use of Tic Tac Toe Game.

1. Students' Score of The Preliminary test

After conducting test, the researcher gave score. The correct answer got score 1 and wrong answer got 0 score. The maximum score was 10. Then, after finding the result of the students' test score, the researcher analyzed the score by using percentage of scoring as follow:

$$Score = \frac{\Sigma\, right\, answer}{\Sigma\, items} x100\%$$

Then the researcher used five letters: A, B, C, D and E to classify the grade of students' score level as presented on the tabel below.

Table. 1.1

The test result of pre cycle can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1	A- 1	6	60 %	C	Fair
2	A- 2	4	40 %	D	Less
3	A- 3	7	70 %	B	Good
4	A- 4	5	50 %	C	Fair
5	A- 5	5	50 %	C	Fair
6	A- 6	4	40 %	D	Less
7	A- 7	5	50 %	C	Fair
8	A- 8	8	80 %	B	Good
9	A- 9	4	40 %	D	Less
10	A- 10	6	60 %	C	Fair
11	A- 11	5	50 %	C	Fair
12	A- 12	9	90 %	A	Excellent
13	A- 13	8	80 %	B	Good
14	A- 14	8	80 %	B	Good
15	A- 15	7	70 %	B	Good
16	A- 16	8	80 %	B	Good
17	A- 17	8	80 %	B	Good
18	A- 18	4	40 %	D	Less
19	A- 19	6	60 %	C	Fair
20	A- 20	5	50 %	C	Fair
21	A- 21	6	60 %	C	Fair
22	A- 22	5	50 %	C	Fair
23	A- 23	6	60 %	C	Fair
24	A- 24	5	50 %	C	Fair

25	A- 25	7	70 %	B	Good
26	A- 26	6	60 %	C	Fair
27	A- 27	3	30 %	D	Less
28	A- 28	6	60 %	C	Fair
29	A- 29	8	80 %	B	Good
30	A- 30	6	60 %	C	Fair
31	A- 31	5	50 %	C	Less
32	A- 32	6	60 %	C	Fair
33	A- 33	3	30 %	D	Less
34	A- 34	6	60 %	C	Fair
35	A- 35	6	60 %	C	Fair
36	A- 36	4	40 %	D	Less
Total Score		210			
Mean		5.83			

Then from the result above the researcher calculated the achievement of study used this formula:

The average of the student result: $\dfrac{\text{The total of students score}}{\text{The Number of students}} X100\%$

Table 1.2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	1	2.78 %	Excellent
2	61 - 80	9	25 %	Good
3	41 - 60	19	52.78 %	Fair
4	21 - 40	7	19.44 %	Less
5	0 - 20	-	-	Poor
		36	100%	

From the data above there was 1 or 2.78% of 36 students got excellent mark. There were 9 or 25 % of 36 students got good mark, 19 or 52.78% of 36 students got fair mark and 7 or 19,44 % of 36 students got less mark. To know the mean score of result of tests researcher calculated the mean of test as follow:

$$M = \frac{\sum X}{N}$$

Explanation:

M = The average of students' score

$\sum X$ = Total students' score was 210.

N = Total of students was 36.

The computation of the average score was follow:

$$\frac{210}{36} = 5.83$$

The calculation result shows that the average of students' test result of preliminary cycle was 5.83. The highest score was 9 and the lowest score was 3.

From the result above, the mean of students in comprehend of simple past tense was low. The result of the average score was 5.83. This score was still low from the minimum standard score (KKM), it was 6. After giving the test, the researcher intended to use Tic Tic Toe game to the next activity to make students interest and enjoy the learning process.

2. Students' Score of The First Cycle

Table. 2.1

The test result of first cycle can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1	A- 1	10	100 %	A	Excellent
2	A- 2	6	60 %	C	Fair
3	A- 3	10	100 %	A	Excellent
4	A- 4	7	70%	B	Good
5	A- 5	9	90 %	A	Excellent
6	A- 6	5	50 %	C	Fair
7	A- 7	6	60 %	C	Fair

8	A- 8	10	100 %	A	Excellent
9	A- 9	5	50 %	C	Fair
10	A- 10	6	60 %	C	Fair
11	A- 11	6	60 %	C	Fair
12	A- 12	10	100 %	A	Excellent
13	A- 13	9	90 %	A	Excellent
14	A- 14	9	90 %	A	Excellent
15	A- 15	9	90 %	A	Excellent
16	A- 16	6	60 %	C	Fair
17	A- 17	10	100 %	A	Excellent
18	A- 18	10	100 %	A	Excellent
19	A- 19	9	90 %	A	Excellent
20	A- 20	5	50 %	C	Fair
21	A- 21	8	80 %	B	Good
22	A- 22	9	90 %	A	Excellent
23	A- 23	10	100 %	A	Excellent
24	A- 24	5	50 %	C	Fair
25	A- 25	7	70 %	B	Good
26	A- 26	6	60 %	C	Fair
27	A- 27	7	70 %	B	Good
28	A- 28	7	70 %	B	Good
29	A- 29	10	100 %	A	Excellent
30	A- 30	7	70 %	B	Good
31	A- 31	4	40 %	D	Less
32	A- 32	8	80 %	B	Good
33	A- 33	7	70 %	B	Good
34	A- 34	8	80 %	B	Good
35	A- 35	6	60 %	C	Fair
36	A- 36	7	70 %	B	Good
Total Score		273			
Mean		7.58			

Then from the result above the researcher calculated the percentage of achievement of study used formula. The result was below:

Table. 2.2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	14	38.89%	Excellent
2	61 - 80	10	27.78%	Good

58

3	41 - 60	11	30.55%	Fair	
4	21 - 40	1	2.78%	Less	
5	0 - 20	-	-	Poor	
		36	100%		

From the data above, it could be seen that 14 or 38.89% of 36 students got excellent mark, 10 or 27.78% students of 36 students got good mark, 11 or 30.55 % of 36 students got fair mark, and 1 or 2.78% of 36 students got less mark. After that, the researcher calculated the mean using the same formula with previous research.

$$M= \frac{\sum X}{N}$$

Explanation:

M = Mean

$\sum X$ = Total students' score was 273

N = total of students was 36

The computation of the average score was follow:

$$\frac{273}{35} = 7.58$$

The researcher's analysis shows that the average of students' test result of the first cycle was 7.58. The highest score was 10 and the lowest score was 4. The average of students test result increased 1.61. It was from 5.97 to be 7.58. Researcher concluded that students' understanding on simple past tense improved.

3. Students' Score of The Second Cycle

Table. 3.1

The test result of second cycle can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1	A- 1	8	80 %	B	Good

2	A- 2	7	70 %	C	Fair
3	A- 3	10	100 %	A	Excellent
4	A- 4	Absent	Absent	absent	-
5	A- 5	8	80 %	B	Good
6	A- 6	5	50 %	C	Fair
7	A- 7	5	50 %	C	Fair
8	A- 8	10	100 %	A	Excellent
9	A- 9	8	80 %	B	Good
10	A- 10	5	50 %	C	Fair
11	A- 11	6	60 %	C	Fair
12	A- 12	10	100 %	A	Excellent
13	A- 13	10	100 %	A	Excellent
14	A- 14	10	100 %	A	Excellent
15	A- 15	9	90 %	A	Excellent
16	A- 16	9	90 %	A	Excellent
17	A- 17	10	100 %	A	Excellent
18	A- 18	8	80 %	B	Good
19	A- 19	6	60 %	C	Fair
20	A- 20	7	70 %	B	Good
21	A- 21	9	90 %	A	Excellent
22	A- 22	8	80 %	B	Good
23	A- 23	10	100 %	A	Excellent
24	A- 24	6	60 %	C	Fair
25	A- 25	9	90 %	A	Excellent
26	A- 26	8	80 %	B	Good
27	A- 27	7	70 %	B	Good
28	A- 28	9	90 %	A	Excellent
29	A- 29	10	100 %	A	Excellent
30	A- 30	9	90 %	A	Excellent
31	A- 31	5	50 %	C	Fair
32	A- 32	7	70 %	B	Good
33	A- 33	7	70 %	B	Good
34	A- 34	6	60 %	C	Fair
35	A- 35	8	80 %	B	Good
36	A- 36	7	70 %	B	Good
Total Score		276			
Mean		7.88			

Then from the result above the researcher calculated the percentage of achievement of study used the same with previous formula. The result was below:

Table. 3.2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	14	40 %	Excellent
2	61 - 80	13	37.14%	Good
3	41 - 60	8	22.86%	Fair
4	31 - 40	-	-	Less
5	0 - 20	-	-	Poor
		35	100%	

From the table above, it could be seen that 14 students or 40 % of students from VIII C got excellent mark, 13 or 37.14 % students got good mark, and 8 or 22.86 % students got fair mark,. From that result, the researcher could calculate the average (mean) of the score as below:

$$M = \frac{\sum X}{N}$$

Explanation:

M = Mean

$\sum X$ = Total students' score was 276

N = total of students was 35

The computation of the average score was follow:

$$\frac{276}{35} = 7.88$$

The result of students' average result was better than before. Although, still there were some students got score close to standard of minimum score.

4. Students' Score of The Third Cycle

Table. 4.1

The test result of third cycle can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1	A- 1	10	100 %	A	Excellent
2	A- 2	7	70 %	B	Fair
3	A- 3	10	100 %	A	Excellent
4	A- 4	9	90%	A	Good
5	A- 5	9	90 %	A	Good
6	A- 6	10	100 %	A	Excellent
7	A- 7	8	80 %	B	Good
8	A- 8	10	100 %	A	Excellent
9	A- 9	10	100 %	A	Good
10	A- 10	9	90 %	A	Good
11	A- 11	9	90 %	A	Good
12	A- 12	10	100 %	A	Excellent
13	A- 13	8	80 %	B	Good
14	A- 14	9	90 %	A	Good
15	A- 15	10	100 %	A	Excellent
16	A- 16	8	80 %	B	Good
17	A- 17	10	100 %	A	Excellent
18	A- 18	9	90 %	A	Good
19	A- 19	6	60 %	C	Fair
20	A- 20	9	90 %	A	Good
21	A- 21	9	90 %	A	Good
22	A- 22	10	100 %	A	Excellent
23	A- 23	10	100 %	A	Excellent
24	A- 24	7	70 %	B	Fair
25	A- 25	6	60 %	C	Fair
26	A- 26	6	60 %	C	Fair
27	A- 27	7	70 %	B	Fair
28	A- 28	9	90 %	A	Good
29	A- 29	10	100 %	A	Excellent
30	A- 30	8	80 %	B	Good
31	A- 31	8	80 %	B	Good
32	A- 32	10	100 %	A	Excellent
33	A- 33	6	60 %	C	Fair
34	A- 34	10	100 %	A	Excellent
35	A- 35	7	70 %	B	Fair
36	A- 36	9	90 %	A	Good
Total Score		312			
Mean		8.66			

Then from the result above, researcher classified the score by using formula same previous research. The purpose was to know how many students reached the result of study.

The result was below:

Table. 4.2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	23	63.89%	Excellent
2	61 - 80	9	25 %	Good
3	41 - 60	4	11.11 %	Fair
4	31 - 40	-	-	Less
5	0 - 20	-	-	Poor
		36	100%	

From the table above, the result of student score increased significantly. There were 23 or 63.89 % of 36 students got excellent mark, 9 or 25 % of 36 students got good mark, and 4 or 11.11 % of 36 students got fair mark. Then researcher calculate the average (mean) of the score as below:

$$M = \frac{\sum X}{N}$$

Explanation:

M = Mean

$\sum X$ = Total students' score was 312

N = total of students was 36

The computation of the average score was follow:

$$\frac{312}{36} = 8.66$$

From the researcher's analysis, it shows that the average of students' test result of third cycle was 8.66 with the highest score was 10 and the lowest score was 6. There were improvements from one cycle to the other cycle. The result of this cycle was also considered as implementation. It was better than the previous one, although still there were four students that got minimum score they were M. Nur hafidzon (60), Qomariyah (60), Rini Nuryani (60) and Sunarmi (60). The researcher concluded that the students' difficulties in understanding on simple past tense were solved enough through the use of Tic Tac Toe game.

So, the improvement of result test score from the category of preliminary to cycle III can be seen as follow:

Table. 4.3

The Result of Test from the First Cycle until Third Cycle as Follow:

No	Students Code	Preliminary	Cycle I	Cycle II	Cycle III
1	A- 1	6	10	8	10
2	A- 2	4	6	7	7
3	A- 3	7	10	10	10
4	A- 4	5	7	Absent	9
5	A- 5	5	9	8	9
6	A- 6	4	5	5	10
7	A- 7	5	6	5	8
8	A- 8	8	10	10	10
9	A- 9	4	5	8	10
10	A- 10	6	6	5	9
11	A- 11	5	6	6	9
12	A- 12	9	10	10	10
13	A- 13	8	9	10	8

14	A- 14	8	9	10	9
15	A- 15	7	9	9	10
16	A- 16	8	6	9	8
17	A- 17	8	10	10	10
18	A- 18	4	10	8	9
19	A- 19	6	9	6	6
20	A- 20	5	5	7	9
21	A- 21	6	8	9	9
22	A- 22	5	9	8	10
23	A- 23	6	10	10	10
24	A- 24	5	5	6	7
25	A- 25	7	7	9	6
26	A- 26	6	6	8	6
27	A- 27	3	7	7	7
28	A- 28	6	7	9	9
29	A- 29	8	10	10	10
30	A- 30	6	7	9	8
31	A- 31	5	4	5	8
32	A- 32	6	8	7	10
33	A- 33	3	7	7	6
34	A- 34	6	8	6	10
35	A- 35	6	6	8	7
36	A- 36	4	7	7	9
	Mean	5.83	7.58	7.88	8.66

C. Discussion

After the researcher implemented Tic Tac Toe game in teaching simple past tense, she got the data. There were significant improvements from the students' understanding on simple past tense. Students were

being enthusiastic in teaching and learning process by using game. Most of students be active in respond to students or teacher question. Students also could distinguish verb I and Verb II. It was analyzed from each cycle and then the researcher got the result of the classroom action research as followed:

Preliminary Research	Cycle I	Cycle II	Cycle III
5.83	7.58	7.88	8.66

It was the result of students' average score from preliminary cycle to cycle 3. From the table above we can see that there was significant improvement of students' understanding on simple past tense.

There were many factors that influenced the result of study. One of the factors was teaching aid or media. When a teacher employed an appropriate teaching aid or media that is suitable with the method, the students enjoyed the lesson. Based on the test result that had been done, it can be described that using Tic Tac Toe game as a teaching media in the process of learning English at VIII C students' of MTs Nahjatus Sholihin Kragan Rembang could improve students' understanding on Simple Past tense. Actually, the use of appropriate teaching media made students easy to understand material that is delivered by the teacher. Learning used game is effective to encourage students' ability. It can stimulate students' to be active. Tic Tac Toe game was not only appropriate to teach simple past tense but also it was appropriate for teaching vocabulary, spelling or simple future tense. Tic Tac Toe game stimulates students' mind and it is one way of encouraging students creativity to create a sentence. Thus, in fact Tic Tac Toe game was good medium to improve students' understanding on simple past tense.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discussed about research conclusion and some suggestions in teaching simple past tense by using Tic Tac Toe game.

D. Conclusions

1. Tic Tac Toe game was implemented through the following steps. The procedures as follow. First, teacher divided class to be seven groups. Then teacher distributed Tic Tac Toe paper (with 9 blank boxes) for groups and teacher stuck or drew Tic Tac Toe Grid on the blackboard. Tic Tac Toe grid contents of nine verb infinitives or it is combined with noun or adjective. Then teacher chose one infinitive verb on Tic Tac Toe grid and teacher asked all of group to change it to be past verb. The group could change infinitive verb firstly and accurately, they were first player. Then that group made a simple past sentence by using verb that have been chosen complete with it's time signal. In this phase, teacher gave instruction for the students to make positive, negative or interrogative simple past sentences. If the answer was true they could put symbol O on the Tic Tac Toe paper, and if the answer was wrong, they put symbol X on Tic Tac Toe paper. Then the turn was go on the next group. The group chose one infinitive verb on Tic Tac Toe grid and changed it to be past infinitive. The group missed turn if they could not create a sentence based on the pattern of simple past tense or their answer was wrong. Each group had to make diagonal, vertical or horizontal on Tic Tac Toe paper and each group had to block the enemy to make a row in order to be a winner.

2. The use of Tic Tac Toe game can improve students' understanding on simple past tense. It can be seen the average score of students as follows:

Preliminary	Cycle I	Cycle II	Cycle III
5.83	7.58	7.88	8.66

The result above shows that the use of Tic Tac Toe game can help students solve their difficulties to distinguish the verb 1 and verb 2. The test result of the students under this research increased in every cycle.

E. Suggestions

After implementing Tic Tac Toe Game in improving students' understanding on simple past tense, there are several important things that can be suggested in the last report of the paper and it is hopefully can be useful for:

1. For the Teacher
   a. Grammar is known as difficult subject for students. So, the teacher should make a variety in teaching and learning either media or technique to solve the students' boredom. Tic Tac Toe game is recommended for the English teacher
   b. Tic Tac Toe game is a one of media that can be applied on it. The use of Tic Tac Toe game in teaching and learning is interesting because it can attract students' interest and motivation in teaching and learning process. It makes students to be active in responding teacher or their friend.
   c. Tic Tac To game can be used not only to teach simple past tense but also perfect tense, spelling, etc.

2. For the students
   a. Students should learn English and should not give up. Students can develop their knowledge and capability by themselves or with their partner use exercises. Studying grammar is important, in order students have comprehensible communicate.

b. Students have to brave respond the teacher or friend question. Or Ask question to teacher about the difficulties the material.

c. Students have to effort how to get understanding more about the English material in classroom or in the environment.

d. Students should not be afraid of making mistake for the arranging simple past sentence.

F. Closing

Thus, the thesis was made, the writer is sure that this thesis is far from perfectness, because of that, constructive critic and advises are really expected. Finally, the researcher hopefully this thesis use for all us. amen

REFERENCES

Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik, edisi keenam,* Jakarta: PT. Rieneka Cipta, 2006.

_____, *Manajemen Penelitian,* Jakarta: PT. Rieneka Cipta, 2009.

Brooks, Michael, *Handy Learner's Dictionary of American English*, England: Longman, 2001,new edition.

Celce Murcia, Marianne, *Teaching English as a Second or Foreign Language, ,* 3edition, USA: Heinle & Heinle, 2001.

_____, Diane Larsen- Freeman, *The Grammar Book an ESL/EFL Teacher's Course*, 2edition, USA, Heinle & Heinle Publisher.

Dian Rini, Sukma, *Teaching English Using A Miming Games to the sixth year students of SDN Kramat Kudus in Academic year 2007/ 2008*, Semarang: Faculty of Language and Arts Education, IKIP PGRI 2007.

Edge, Julian, *Action Research,* USA: Kirby Lithographic Company, 2001

Emzir, *Metodologi Penelitian Pendidkan Kuantitatif dan Kualitatif*, Jakarta: PT. Raja grafindo persada, 2008.

Linda Gerot and Peter Wignel, *Making Sense of Functional Grammar*, Australia: Gerd Stabler, 1995

Hadi, Sutrisno, *Metodologi Research*, edisi ke 3, Yogyakarta: Andi Publisher, 2000.

Hakim, Lukman, *A Concise English Grammar*, Jakarta: Tradisi, 2004.

Hani Al Habshy, Umi, *Improving Student's Motivation to Speak by Using Storytelling with Sentence Card Game in Teaching Speaking, A Classroom Action Research with XI IPS 2 Students of MAN Pemalang in The Academic Year of 2008/2009*, Semarang: English Department of Tarbiyah Faculty Walisongo State Instituute for Islamic Studies, 2009.

Harmer, Jeremy, *The Practice of English Language Teaching,* England, Longman, 2002

Hornby, A. S., *Oxford Advanced Learners' Dictionary of Current English*, New York: Oxford University Press, 1987

Jacobsen, David A. et. al, *Method for Teaching " Meningkatkan Belajar Siswa TK– SMA,* Yogyakarta: Pustaka Pelajar, 2009, 8th edition

Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Jakarta: DEPDIKNAS, 2003.

Lee Su, Kim, *English Teaching Forum*, volume 33Number 1 January, 1995.

Larsen Freeman, Diane, *Techniques and Principles in Language teaching,* 2nd edition, New York: Oxford University Press, 2001.

M. Mukhsin Khan, *The English Translation of Sahih Bukhori, vol. 8*, Alexandria: Al Syadawi Publication, 1996.

Manser, Martin H., *Oxford Learners Pocket Dictionary,* New York: Oxford University Press, 2000

Nunan, David, *Research Method in Language Learning*, USA: Cambridge University Press, 1992

Nurruddin Muhammad bin Abdul Hadi, Abi Hasan, *Shohih Bukhori*, Beirut: Darul Kutub al Alamiyah Jilid I, 1971

Pickthall, Marmaduke, *The Meaning of The Glorious Qur'an*, Rawalpindi: Taj Company Ltd, 1579.

Panitia Sertifikasi Guru Rayon 12 LP3, *Pendidikan dan Latihan Profesi Guru (PLPG) Sertifikasi Guru dalam Jabatan Penelitian Tindakan Kelas*, Semarang: UNNES: 2007

Ramelan, *English Phonology*, Semarang: UNNES Press, 2003.

Richard, Jack C and Renandy, Willy A., *Methodology in Language Teaching*, Cambridge: University Press.

_____,*et. al*, *Longman Dictionary of Applied Linguistic*, United Kingdom: Longman Group, 1985.

_____and Richard, *Curriculum in Development in Language Teaching*, USA: Cambridge University Press, 2001

_____and Theodore S. Rodgers, *Approaches and Method in Language Teaching,* UK: Cambridge University Press, 2001

Riduan, *Skala Pengukuran Variable Penelitian* Bandung : Alfabeta, 2009.

Rondiyah, *Games as Learning Media to Improve Vocabulary: A case study of the fourth year students of MI Degayu I Pekalongan in Academic year 2008/ 2009,* Semarang: Faculty of Language and Arts Education IKIP PGRI, 2007.

Scrivener, Jim, *Learning Teaching A Guidebook for English Language Teacher,* 2nd *edition,* United Kingdom: Macmillen Publisher, 2005.

Sriyono, Djoko., *An Introductory Course of Linguistic*, Surakarta :Muhammadiyah University Press, 2001.

Suyanto, Kasihani K.E., *English for Young Learner*, Jakarta: Bumi Aksara, 2010.

Tarwiyah, Siti*, Game and Song Practical Ideas to Teach Language*, Semarang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2008.

Thomson, A.J, Martinet, A.V , *A Practical English Grammar*, New York: Oxford Universiy Press,1995.

Thornbury, Scott, *How to Teach Grammar*, UK: Bluestone Press, 2006.

Wright, Andrew, *et. al*., *Games for Language Learning, new Edition*, New York: Cambridge University Press, 1993.

Websites:

Adit,"History of Tic Tac Toe game" ,http://www.adit.co.uk/html/noughts_and_crosses.html.

Http://boardgames.about.com/od/paperpencil/tic_tac_toe_htm accessed on Friday, 17 July 2010.

Http://enwikipedia.org/wiki/Tic-tac-toe#strategy accessed on Friday, 16 July 2010

http://en.wikipedia.org/wiki/Understanding accessed on 26/10/2009

http://www.brainyquote.com/words/im/improve176858.html accessed on 26/10/2009

Kevin Gong, http://kevingong.com/Math/TicTacToe.html accessed on Thursday, 15 July 2010.

CURRICULUM VITAE

Personal details:

Name : Dewi Chalim

Place and date of birth : Rembang, May 06th, 1988.

Address : Ds. Kalipang, RT/ 04 RW/ 01 Sarang Rembang

Phone : 081390154041

Education:

1. TK pertiwi Kalipang
2. SDN Kalipang I Sarang graduated in 2000
3. MTs Nahjatus Sholihin Kragan Rembang graduated in 2003
4. MA Al Hikmah Pati graduated in 2006
5. IAIN Walisongo Semarang 9th semester

Appendix 1.

The list of students

No	NAME	CODE
1	AFWA ISNAINIYAH	A- 1
2	AHMAD JAZULI	A- 2
3	AINUN MAKRIFAH	A- 3
4	AMINATUL MUNAWAROH	A- 4
5	ANIKMATUL HASANAH	A- 5
6	AVUD ANGGA ADITYAN	A- 6
7	DIAN LISTIYANA	A- 7
8	DZURIYATUN SHOLEHAH	A- 8
9	ENDANG DWI WIDAYANTI	A- 9
10	ERNA NUR LIANA	A- 10
11	FARIDATUS SHOLIKAH	A- 11
12	HERVINA	A- 12
13	IQLIMA NURJANNAH	A- 13
14	ISWAHYUDI	A- 14
15	JUWARIYAH	A- 15
16	KHILIFATUN NAFISAH	A- 16
17	LATIFATUL WAHIDAH	A- 17
18	M. NAILUL MUNA	A- 18
19	M. NUR HAFIDZOH	A- 19
20	MAR'ATUS SHILIKAH	A- 20
21	MOH. DIKHA IKHWANUDIN	A- 21
22	MUNIFATUS SAROFAH	A- 22
23	NAVA DEVITA NUR INSANI A	A- 23
24	PUJI UTAMI	A- 24
25	QOMARIYAH	A- 25
26	RINI NURYANI	A- 26
27	ROSYAD ASY'ARI	A- 27
28	SITI MAESAROH	A- 28
29	SITI NURAINI	A- 29
30	SITI QOSIDAH	A- 30
31	SITI SRIYOGI PURWANTI	A- 31
32	SRI LESTARI	A- 32
33	SUNARMI	A- 33
34	TARWATI	A- 34
35	WASIATUN	A- 35
36	YANIK MUNFARIDA	A- 36

Appendix 2

<h2 style="text-align:center">Lesson Plan Cycle I</h2>

School	: MTs Nahjatus Sholihin
Subject	: English
Class / Semester	: Junior High School Grade VIII/I
Time Allotment	: 2 x 40 minutes
Material	: Simple past tense
Standard Competence	: To express the information in the simple written short functional text accurately, fluently and acceptable to interact with surrounding or in the context of academic.
Basic Competence	: Express the meaning in the written simple short functional text content of simple past tense to interact with surrounding accurately.
Indicators	: Students are able to use the simple past tense in form. Students are able to use the simple past tense in written expression.

A. Learning aims :

By the end of this lesson, the students are able to

- Make sentences using simple past tense form.
- Express simple past tense written or oral.

B. Teaching Method = PPP (Presentation –Practice – Production)

C. Procedure :

1. Building Knowledge of the Field (BKOF)
   - Teacher opens the lesson by greeting the students.
   - Teacher checks the student's attendance list.
   - Teacher asks students randomly about their activities in the past.
   - Teacher writes student's answer on the blackboard.

2. Modeling of Text (MOT)
   - Teacher explains simple past form.
   - Teacher introduces and explains about playing TIC TAC TOE game.

Here are the procedures of the technique:

- Teacher chooses a verb on the grid of tic tac toe on the blackboard. Example, teacher chooses word "PLAY".
- Teacher changes that word to be past verb "PLAYED".
- Then teacher chooses a blank sentence that appropriate with that past verb. "……………foot ball yesterday".
- If the teacher's answer is true she put 0 on the blank tic tac toe paper. If the teacher's answer is wrong she puts X on the blank tic tac toe paper.

3. Join Construction of Text (JCOT)

- Students make a group consist of 5 or 6 persons to play a TIC TAC TOE game. The technique of playing this game are:.
- Teacher sticks TIC TAC TOE grid on the blackboard
- Every group get TIC TAC TOE paper.
- One person of group chooses one verb from TIC TAC TOE game on the blackboard.
- Student discusses with their friends to change the simple word to be past verb.
- Then the group chooses the blank of simple past tense sentence using appropriate past verb.
- If the student's answer is true, they put O on their TIC TAC TOE paper. If the student's answer is wrong, they put X on their TIC TAC TOE paper.
- The game continues by the next group until finish.
- The group will miss the turn if:
  The group cannot answer or the answer of simple sentence is wrong.
- The winner is the group which gets many of symbols 0.

4. Independent Construction of the Text (ICOT)

- Teacher reviews the material.
- Teacher gives an opportunity for students to ask their difficulties.
- Teacher gives multiple choice tests for students about simple past tense.

D. Source   : Fun with Grammar Book.

1. Media   : TIC TAC TOE grid

TIC TAC TOE paper

Triyanto, dkk, WAJAR*, LKS Bahasa Inggris kelas VIII*, Graha Pustaka: Jakarta.

Dr. Mukarto, dkk, *English on Sky 2 for Junior High School Students Year VIII,* 2007, Erlangga: Jakarta.

2. Assessment:

Form : Written test

Technique : Students are assigned to answer multiple choice tests.

Aspect to be assessed : accuracy

Scoring guidance :

Test item 10.

Maximal score 10

Total score 10

Researcher English Teacher

Dewi Chalim **Sofyan. S.Pd**

Head Master

Of MTs Nahjatus Sholihin

Drs. Hamzani Syarif

Appendix 3

Lesson Plan Cycle II

School	: MTs Nahjatus Sholihin
Subject	: English
Class / Semester	: Junior High School Grade VIII/I
Time Allotment	: 2 x 40 minutes
Material	: Simple past tense
Standard Competence	: To express the information in the simple written short functional text accurately, fluently and acceptable to interact with surrounding or in the context of academic.
Basic Competence	: Express the meaning in the written simple short functional text content of simple past tense to interact with surrounding accurately.
Indicators	: Students are able to use the simple past tense in form.
	Students are able to use the simple past tense in written expression.

A. Learning aims   :

By the end of this lesson, the students are able to

- Make sentences using simple past tense form.
- Express simple past tense written or oral.

B. Teaching Method = PPP (Presentation –Practice – Production)

C. Procedure :

1. Building Knowledge of the Field (BKOF)
   - Teacher opens the lesson by greeting the students.
   - Teacher checks the student's attendance list.
   - Teacher asks students randomly about their activities in the past.
   - Teacher writes student's answer on the blackboard.

2. Modeling of Text (MOT)
   - Teacher reviews the previous material.
   - Teacher explains about the playing TIC TAC TOE game.

Here are the procedures of the technique:

- Teacher chooses a verb on Tic Tac Toe on the blackboard. Example teacher chooses word "PLAY".
- Teacher changes that word to be past verb "PLAYED".
- Then teacher makes a simple sentence of "PLAYED" using simple past tense form. "She played foot ball yesterday".
- If the teacher's answer is true she put 0 on the blank Tic Tac Toe paper. If the teacher's answer is wrong she puts X on the blank Tic Tac Toe paper.

3. Join Construction of Text (JCOT)

- Students make group consist of 5 or 6 persons consist of different person in cycle I to play a TIC TAC TOE game. The technique of playing this game are:
- Teacher sticks TIC TAC TOE grid on the blackboard.
- Every group gets TIC TAC TOE grid.
- One person of group chooses one verb from TIC TAC TOE game on the blackboard.
- Student discusses with their friends to change the simple word to be past verb.
- Then the group makes a simple sentence using that past verb by using simple past tense form.
- If the student's answer is true, they put O on their TIC TAC TOE paper. If the student's answer is wrong, they put X on their TIC TAC TOE paper.
- The game continues by the next group.
- The group will miss the turn if:
  The group cannot answer or the answer of simple sentence is wrong.
- The winner is the group which gets many of simbol 0.

4. Independent Construction of the Text (ICOT)

- Teacher reviews the material.
- Teacher gives an opportunity for students to ask their difficulties.
- Teacher gives multiple choice tests for students about simple past tense.

D. Source: Fun with Grammar Book.

1. Media   : TIC TAC TOE grid

        TIC TAC TOE paper

Triyanto, dkk, WAJAR, *LKS Bahasa Inggris kelas VIII*, Graha Pustaka: Jakarta.

Dr. Mukarto, dkk, *English on Sky 2 for Junior High School Students Year VIII,* 2007, Erlangga: Jakarta.

2. Assessment:

Form   : Written test

Technique   : Students are assigned to answer multiple choice tests.

Aspect to be assessed : Accuracy

Scoring guidance :

      Test item 10.

      Maximal score 10

      Total score 10

Researcher   English Teacher

Dewi Chalim   **Sofyan. S.Pd**

Head Master

Of MTs Nahjatus Sholihin

Drs. Hamzani Syarif

Appendix 4

<div align="center">

Lesson Plan Cycle III

</div>

School   : MTs Nahjatus Sholihin

Subject   : English

Class / Semester   : Junior High School Grade VIII/I

Time Allotment   : 2 x 40 minutes

Material   : Simple past tense

Standard Competence : To express the information in the simple written short functional text accurately, fluently and acceptable to interact with surrounding or in the context of academic.

Basic Competence : Express the meaning in the written simple short functional text content of simple past tense to interact with surrounding accurately.

Indicators   : Students are able to use the simple past tense in form.

Students are able to use the simple past tense in written expression.

A. Learning aims :

  By the end of this lesson, the students are able to

- Make sentences using simple past tense form.
- Express simple past tense written or oral.

B. Teaching Method = PPP (Presentation –Practice – Production)

C. Procedure :

 1. Building Knowledge of the Field (BKOF)

  - Teacher opens the lesson by greeting the students.

  - Teacher checks the student's attendance list.

  - Teacher asks students randomly about their activities in the past.

  - Teacher writes student's answer on the blackboard.

 2. Modeling of Text (MOT)

  - Teacher reviews previous lesson of simple past form.

- Teacher asked students about the condition of something in the past and asked their activities in the past.
- Teacher explains about playing TIC TAC TOE game.

Here are the procedures of the technique:

- Teacher choose verb on of Tic Tac Toe grid on the blackboard. Example teacher chooses word "PLAY".
- Teacher changes that word to be past verb "PLAYED".
- Then teacher makes a simple sentence of "PLAYED" use simple past tense form. "She played foot ball yesterday".
- Teacher has to make true answer to create a diagonal, horisontal or vertical crosses on tic tac toe paper to be winner.

3. Join Construction of Text (JCOT)
    - Students divided to be 14 couples in couple.
    - Group 1 will play with group 2, group 3 will play with group 4, and group 5 will play with group 6 to play a TIC TAC TOE game.
    - One group is X and other one is O.
    - Teacher distributes a TIC Tac Toe Paper for every group.
      The technique of playing this game are:
    - Teacher sticks verbal TIC TAC TOE grid and a big on the blackboard.
    - Teacher translates the meaning of word in Tic Tac Toe grid.
    - Then group 1 and group 2 *pingsut* to be the first player.
    - The first group chooses one verb from TIC TAC TOE game on the blackboard.
    - Student discusses with their friends to change the simple word to be past verb.
    - Then the group makes a simple past sentence using that past verb.
    - If the student's answer is true, they put signal X or O on the big TIC TAC TOE grid on the blackboard.
    - If the student's answer is wrong, they miss a turn. The chance is continued by other group.
    - The game continues by using the procedure until finish.
    - Each group has to create a diagonal, vertical or horizontal answer on TIC TAC TOE paper. If the opponent has two in a row, the team has to block them in the third playing.

- The winner is the first team that gets three "X " or three " O " in a row.

4. Independent Construction of the Text (ICOT)

- Teacher reviews the material.

- Teacher gives an opportunity for students to ask their difficulties.

- Teacher gives multiple choice tests for students about simple past tense.

D. Source: Fun with Grammar Book.

1. Media   : TIC TAC TOE grid

Blank of TIC TAC TOE paper.

Triyanto, dkk, WAJAR*, LKS Bahasa Inggris kelas VIII*, Graha Pustaka: Jakarta.

Dr. Mukarto, dkk, *English on Sky 2 for Junior High School Students Year VIII,* 2007, Erlangga: Jakarta.

2. Assessment:

Form   : Written test

Technique   : Students are assigned to answer multiple choice tests.

Aspect to be assessed   : Accuracy

Scoring guidance   :

Test item 10.

Maximal score 10

Total score 10

Researcher   English Teacher

Dewi Chalim   **Sofyan. S.Pd**

Head Master

Of MTs Nahjatus Sholihin

Drs. Hamzani Syarif

Appendix 5

Preliminary test

Choose correct answer a, b, c or d below based on the question!

1. Last Saturday, I ……............... to Tasikmalaya.

      a. go   c. am going

      b. went   d. goes

2. I.......................at Nisa and Ahmad's house yesterday.

      a. am staying   c. stayed

      b. had stayed   d. stay

3. I .... Gunung Batok two years ago.

      a. Climb   c. climbs

      b. am climbing   d. climbed

4. We......................... picture of the beautiful sceneries last vacation.

      a. takes   c. took

      b. had took   d. is taking

5. In 2009 my family.................to go Sumatra.

      a. wanted   c. wants

      c. had wanted   d. want

6. The cat...................the mouse an hour ago.

      a. catch   c. is catching

      c. has catch   d. caught

7. The cousin........................ in a large field long time ago.

      a. is living   c. lives

      c. lived   d. has lived

8. One time, the mouse......................... the cat the best vegetable.

      a. offered   c. offers

      c. is 6offering   d. offer

9. Did we……………………......some food, fruit, and drink for our lunch yesterday?

      a. bring   c. brought

      b. is bring   d. brings

10. My Father ……………… a teacher five years ago..

      a. is   c. was

      b. were   d. is not

Appendix 6

<u>Cycle I</u>

Choose correct answer a, b, c or d below based on the question!

1. Alisya Subandono………………….me in my dream, last night.

   a. visited   c. visit

   b.visits   d. is visiting

2. My family……………………on Jl. Supratman in 2001.

   a. has stayed   c. stayed

   b.staying   d. stay

3. Three hour ago, Miss Mary………………..in a tent.

   a. Sleeps   c. is sleeping

   b. Slept   d. sleeps

4. Joshua………………from Canada Two years ago.

   a. come   c. had came

   b. comes   d. came

5. I……….……...Cristiano Ronaldo last holiday.

   a. met   c. am meeting

   b.meet   d. have met

6. Faisal………………mathematic class last semester.

   a. takes   c. take

   b. took   d. has took

7. They did not……………library last Tuesday.

   a. go   c. are going

   b. went   d. gone

8. Last Monday, the book store……………..

   a. open   c. opened

   b. is opening   d. opens

9. Agnes Monica……………..me a rose flower a week ago.

   a. give   c.gave

   b.gives   d. was giving

10. This room………………..comfort for them last night.

    a.was   c. is not

    b. is   d. are

Appendix 7

Cycle II

Choose correct answer a, b, c or d below based on the question!

1. We……………..........in the swimming pool two weeks ago.

    a. swim   c. swam

    b. is swimming   d. swims

2. I ....a T shirt, jeans and a cap last Ramadhan.

    a. bought   c. buy

    b. buys   d. am buying

3. Six months ago, my family........... to Gembira Loka zoo.

    a. go   c. goes

    b. went   d. is going

4. We.....................in front of that tiger yesterday.

    a. stood   c. stand

    b. is standing   d. stands

5. My family ....in Ambarukmo hotel in May.

    a. stayed   c. is staying

    b. stay   d. stays

6. I .... for her news a few minutes ago.

    a. am waiting   c. waited

    b. waits   d. wait

7. Mr. and Mrs. Ridwan.....................to celebrate their wedding anniversary a week before today.

    a. plans   c. planed

    c. are planing   d. plan

8. I ....Mia's novel on Sunday night.

    a. borrowed   c. borrows

    b. am borrowing   d. borrow

9. She did not..........................in to the water yesterday.

    a. jumped   c. jump

    b. jumping   d. jumps

10. She........................see my actress in theatre on Sunday.

    a. does   c. do not

    b. did not   d. did

Appendix 8

Cycle III

Choose correct answer a, b, c or d below based on the question!

1. My brother…..............his money a week ago.

    a. spent   c. spends

    b. spend   d. is spending

2. She ....the picnic on January 17th, 2010.

    a. is enjoying   c. enjoyed

    b. enjoy   d. had enjoyed

3. Chocolate......................me feel better one hour ago.

    a. make   c. is making

    b. makes   d. made

4. I.....................back from hospital yesterday.

    a. comes   c. came

    b. is coming   d. come

5. I.....................reading that book last night.

    a. finished   c. finish

    b. am finishing   d. finishes

6. Garden........................a beautiful place in this village several years ago.

    a. was   c. is

    b. were   d. is not

7. Did they........................ to library on Friday?

    a. went   c. goes

    b. go   d. going

8. Last vacation, my friend............................a mountain in Karang Anyar.

    a. is visiting   c. visit

    b. visits   d. visited

9. We……………........see many animals yesterday.

    a. can   c. could

    b. has could   d. had could

10. Raihan........................me to ride roller coaster with them on July.

    a. asks   c. ask

    b. is asking   d. asked

Appendix 9

Key words of tests

Preliminary

NO	Key word
١	B
٢	C
٣	D
٤	C
٥	A
٦	D
٧	B
٨	A
٩	A
١٠	C

Cycle I

No	Key Word
١	A
٢	C
٣	B
٤	D
٥	A
٦	B
٧	A
٨	C
٩	C
١٠	A

Cycle II

NO	Key Word
١	C
٢	A
٣	B
٤	A
٥	A
٦	C
٧	C
٨	A
٩	C
١٠	B

Cycle III

NO	key Word
١	A
٢	C
٣	D
٤	C
٥	A
٦	A
٧	B
٨	D
٩	C
١٠	D

Appendix 10

CYCLE I

Change and complete

MEET	VISIT	FIND
BUY	RIDE	FINISH
READ	BREAK	PLAN

1. Michael………………a horse yesterday.
2. Last night, I………………that novel.
3. Olga Syahputra………….in a tent last night
4. Two days ago, He………………a window.
5. Carroline…………..her old friend yesterday.
6. Laila……………..her job last month.
7. They ……………………Farhan's house last week.
8. My father………….. my uncle in bus station last night.
9. Carla……………wallet on the road three hours ago.
10. Last Saturday, Farhan…………. A bunch of rambutan.

CYCLE II

Change and make sentence
(VERBAL OR NOMINAL SENTENCE

COME	Beautiful	BRING
TEACHER	KNOW	COOK
CRY	WASH	CHEAP

CYCLE III

Change and make sentence
(VERBAL OR NOMINAL SENTENCE)

WALK	**HOT**	**DELICIOUS**
EXPENSIVE	**WRITE**	**FAT**
FIND	**DOCTOR**	**PRAY**

Appendix 13

Students' condition when they were discussing to play Tic Tac toe game.

Group of Cycle I

Group	Name of students	Score	
		O	**X**
1	Dzuriyatun sholehah Ainun makrifah Wasiatun Sri lestari Siti Sriyogi P Rosyad Asy'ari	1	1
2	Iqlima Nurjannah Dian Listiyana Faridatus Sholikah Tarwati Ahmad Jazuli	1	2
3	Hervina Afwa Isnainiyah Aminatul. M Avud Angga A Erna Nur Liana	4	2
4	Iswahyudi Juwariyah Nava Devita Nur Insani A Anikmatul Hasanah Endang Dwi W	-	2
5	Kholifatun Nafisah M. Nur Hafidzoh Rini Nuryani Mar'atus Sholikah M. Nailul Muna	4	-
6	Latifatul Wahidah Qomariyah Siti Maesaroh Munifatus Sarofah Yanik Munfarida	1	1
7	Moh. Dikha Ikhwanudin Siti Nuraini Siti Qosidah Puji Utami Sunarmi	2	-

Group of Cycle II

Group	Name of students	Score	
		O	X
1	Iswahyudi Rini Nuryani Tarwati Faridatus Sholikah Rosyad Asy'ari	2	1
2	Siti Nuraini Latifatul Wahidah Yanik Munfarida Avud Angga A Sri lestari	2	2
3	Kholifatun Nafisah Hervina Qomariyah Dzuriyatun sholehah Anikmatul Hasanah	1	2
4	Siti Qosidah Siti Sriyogi P Ahmad Jazuli Juwariyah Mar'atus Sholikah	3	1
5	Moh. Dikha Ikhwanudin Erna Nur Liana Puji Utami Siti Maesaroh Afwa Isnainiya**h**	1	٣
6	Sunarmi Munifatus Sarofah Iqlima Nurjannah Endang Dwi W M. Nailul Muna	4	1
7	Nava Devita Nur Insani A M. Dian Listiyana Ainun makrifah Wasiatun Nur Hafidzoh	3	-

Group of Cycle III

Group	Students'ameN	Jury	Symbol
1	Iswahyudi Siti Nuraini	Khollifatun N	X
2	Siti Qosidah M.Ikwanudin Dhika	Sunarmi	O
3	Nava Devita Rini nuryani	Latifatul W	X
4	Qomariyah Siti Sriyogi Purwati	Erna Nurliana	O
5	M Nailul Muna Dian Listiyana	atiTarw	X
6	Yanik Munfarida Hervina	A Jazuli	O
7	Puji Utami Siti Maesaroh	Endang Dwi W	X
8	Wasiatun Rosyad As'ary	Sri Lestari	O
9	Dzuriyatun S Juwariyah	Puji Utami	X
10	Nur Jannah Iqlima M Nur Hafidzon	M faridatus S	O
11	Avud Angga Adityan Anikmatul H	Ma hahholis'usat	X
12	Afwa Isnainah Ainun Makrifah	Munifatus Sarofah	O

Appendix 15

Lembar Pengamatan Siswa dalam Kegiatan Pembelajaran dengan menggunakan TIC TAC TOE game.

Nama sekolah : MTs Nahjatus Sholihin
Tahun Pelajaran : 2010/2011
Kelas/ Semester : VIII/ I
Pokok Bahasan : Simple Past Tense
Siklus ke :pre

No	Students' name	Description I				Description II				Description III				Description IV				Description V				Description VI				Σ	%	Categorization
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AFWA ISNAINIYAH				√			√		√								√								√	13	65%	Good
2	AHMAD JAZULI			√				√		√								√								√	12	60%	Good
3	AINUN MAKRIFAH				√			√		√								√								√	13	65%	Good
4	AMINATUL MUNAWAROH				√			√		√								√								√	13	65%	Good
5	ANIKMATUL HASANAH				√			√		√								√								√	13	65%	Good
6	AVUD ANGGA ADITYAN				√			√		√								√								√	13	65%	Good
7	DIAN LISTIYANA				√			√		√								√								√	13	65%	Good
8	DZURIYATUN SHOLEHAH				√				√	√								√								V	14	70%	Good
9	ENDANG DWI WIDAYANTI			√					√	√								√								V	13	65%	Good
10	ERNA NUR LIANA				√			√		√								√								√	13	65%	Good
11	FARIDATUS SHOLIKAH				√			√		√								√								√	13	65%	Good
12	HERVINA				√			√		√										√						√	13	65%	Good
13	IQLIMA NURJANNAH				√			√		√								√								√	13	65%	Good
14	ISWAHYUDI			√					√	√								√					√				10	50%	Good
15	JUWARIYAH				√			√		√								√								√	13	65%	Good
16	KHILIFATUN NAFISAH				√			√		√								√								√	13	65%	Good
17	LATIFATUL WAHIDAH				√			√		√								√								√	13	65%	Good
18	M. NAILUL MUNA			√					√	√											√					√	16	80%	Excellent
19	M. NUR HAFIDZOH				√			√		√								√					√				10	50%	Enough
20	MAR'ATUS SHILIKAH				√			√		√								√								√	13	65%	Good
21	MOH. DIKHA IKHWANUDIN				√				√	√								√					√				10	50%	Enough

No	Name																									Score	Percentage	Criteria
22	MUNIFATUS SAROFAH			√			√		√										√							√	13	65%	Good
23	NAVA DEVITA NUR INSANI A			√			√	√	√										√							√	14	70%	Good
24	PUJI UTAMI			√			√		√										√							√	13	65%	Good
25	QOMARIYAH			√			√		√										√							√	13	65%	Good
26	RINI NURYANI			√			√		√										√							√	13	65%	Good
27	ROSYAD ASY'ARI			√			√	√	√										√							√	14	70%	Good
28	SITI MAESAROH			√			√		√										√							√	13	63%	Good
29	SITI NURAINI			√				√															√				√	20	100%	Excellent
30	SITI QOSIDAH			√			√																√				√	19	95%	Excellent
31	SITI SRIYOGI PURWANTI			√			√		√										√							√	13	65%	Good
32	SRI LESTARI			√			√	√	√														√				√	17	85%	Excellent
33	SUNARMI			√			√		√										√							√	13	65%	Good
34	TARWATI			√			√		√										√							√	13	65%	Good
35	WASIATUN			√			√		√										√							√	13	65%	Good
36	YANIK MUNFARIDA			√			√		√										√							√	13	65%	Good
																											481		

Description :

7. Students give attention to teacher's explanation.

8. Students respond or answer to teacher's question.

9. Students ask question to teacher relating the lesson.

10. Students show their activeness and enthusiasm in joining the game.

11. Students respond the other group friend's answer

12. Students discipline in doing the task.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

Appendix 16

Lembar Pengamatan Siswa dalam Kegiatan Pembelajaran dengan menggunakan TIC TAC TOE game.

Nama sekolah : MTs Nahjatus Sholihin
Tahun Pelajaran : 2010/2011
Kelas/ Semester : VIII/ I
Pokok Bahasan : Simple Past Tense
Siklus ke :Cycle I

No	Students' name	Description I				Description II				Description III				Description IV				Description V				Description VI				∑	%	Categorization
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AFWA ISNAINIYAH				√			√		√							√	√								√	17	70.83%	Good
2	AHMAD JAZULI				√			√		√							√				√					√	20	83.33%	Excellent
3	AINUN MAKRIFAH				√			√		√							√	√								√	17	70.83%	Good
4	AMINATUL MUNAWAROH				√				√	√							√	√								√	18	75%	Good
5	ANIKMATUL HASANAH				√			√		√							√				√					√	20	83.33%	Excellent
6	AVUD ANGGA ADITYAN				√			√		√							√	√								√	17	70.83%	Good
7	DIAN LISTIYANA				√			√		√							√				√					√	20	83.33%	Excellent
8	DZURIYATUN SHOLEHAH				√				√	√							√	√								√	18	75%	Good
9	ENDANG DWI WIDAYANTI				√				√	√							√	√								√	18	75%	Good
10	ERNA NUR LIANA				√			√		√							√				√					√	20	83.33%	Excellent
11	FARIDATUS SHOLIKAH				√			√		√							√	√								√	17	70.83%	Good
12	HERVINA				√			√		√							√				√					√	20	83.33%	Excellent
13	IQLIMA NURJANNAH				√			√		√							√				√					√	20	83.33%	Excellent
14	ISWAHYUDI				√				√	√							√				√			√			20	83.33%	Excellent
15	JUWARIYAH				√			√		√							√	√								√	17	70.83%	Good
16	KHILIFATUN NAFISAH				√			√		√							√	√								√	17	70.83%	Good
17	LATIFATUL WAHIDAH				√			√		√							√	√								√	17	70.83%	Good
18	M. NAILUL MUNA				√				√	√							√				√					√	20	83.33%	Excellent

No	Name																										Score	Percentage	Category
19	M. NUR HAFIDZOH				√			√		√								√	√				√					14	58.33%	Good
20	MAR'ATUS SHILIKAH				√			√		√							√				√				√			20	83.33%	Excellent
21	MOH. DIKHA IKHWANUDIN				√			√		√							√	√				√						15	62.5%	Good
22	MUNIFATUS SAROFAH				√			√		√							√	√								√		17	70.83%	Good
23	NAVA DEVITA NUR INSANI A				√				√	√							√	√								√		18	75%	Good
24	PUJI UTAMI				√			√		√							√	√								√		17	70.83%	Good
25	QOMARIYAH				√			√		√							√	√								√		17	70.83%	Good
26	RINI NURYANI				√			√		√							√				√				√			20	83.33%	Excellent
27	ROSYAD ASY'ARI				√				√	√							√				√				√			21	87.5%	Excellent
28	SITI MAESAROH				√			√		√							√	√								√		17	70.83%	Good
29	SITI NURAINI				√				√					√			√				√				√			24	100%	Excellent
30	SITI QOSIDAH				√				√	√							√				√				√			21	87.5%	Excellent
31	SITI SRIYOGI PURWANTI				√			√		√							√	√								√		17	70.83%	Good
32	SRI LESTARI				√				√	√							√		√			√						16	66.66%	Good
33	SUNARMI				√			√		√							√	√								√		17	70.83%	Good
34	TARWATI				√			√		√							√	√								√		17	70.83%	Good
35	WASIATUN				√			√		√							√	√								√		17	70.83%	Good
36	YANIK MUNFARIDA				√			√		√							√			√					√			19	79.16%	Excellent
																												657		

Description :

1. Students give attention to teacher's explanation.

2. Students respond or answer to teacher's question.

3. Students ask question to teacher relating the lesson.

4. Students show their activeness and enthusiasm in joining the game.

5. Students respond the other group friend's answer

6. Students discipline in doing the task.

Criterion

    Score 4, if the student's condition is exactly the same as the criteria.

    Score 3, if the student's condition is close to the same as the criteria

    Score 2, if the student's condition is far from the same as the criteria

    Score 1, if the student's condition is totally different from the criteria

Appendix 17

Lembar Pengamatan Siswa dalam Kegiatan Pembelajaran dengan menggunakan TIC TAC TOE game.

Nama sekolah : MTs Nahjatus Sholihin
Tahun Pelajaran : 2010/2011
Kelas/ Semester : VIII/ I
Pokok Bahasan : Simple Past Tense
Siklus ke :Cycle II

No	Students' name	Description I				Description II				Description III				Description IV				Description V				Description VI				Σ	%	Categorization
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AFWA ISNAINIYAH				√			√		√							√	√						√			15	62.5%	Good
2	AHMAD JAZULI				√				√	√							√				√					√	21	87.5%	Excellent
3	AINUN MAKRIFAH				√			√		√							√	√								√	17	70.83%	Good
4	AMINATUL MUNAWAROH				-				-	-							-	-								-	-	-	-
5	ANIKMATUL HASANAH				√			√		√							√				√					√	20	83.33%	Excellent
6	AVUD ANGGA ADITYAN				√		√			√							√	√								√	16	66.66%	Good
7	DIAN LISTIYANA				√				√				√				√				√					√	24	100%	Excellent
8	DZURIYATUN SHOLEHAH				√			√		√							√				√					√	21	87.5%	Excellent
9	ENDANG DWI WIDAYANTI				√			√		√							√				√					√	20	83.33%	Excellent
10	ERNA NUR LIANA				√			√	√								√				√					√	21	87.5%	Excellent
11	FARIDATUS SHOLIKAH				√			√		√							√	√								√	17	70.83%	Good
12	HERVINA				√			√					√			√					√					√	24	100%	Excellent
13	IQLIMA NURJANNAH				√			√	√								√				√					√	21	87.5%	Excellent
14	ISWAHYUDI				√			√	√								√				√					√	21	87.5%	Excellent
15	JUWARIYAH				√			√		√							√	√								√	17	70.83%	Good
16	KHILIFATUN NAFISAH				√			√		√							√	√								√	17	70.83%	Good
17	LATIFATUL WAHIDAH				√			√		√							√	√								√	17	70.83%	Good
18	M. NAILUL MUNA				√			√					√				√				√					√	24	100%	Excellent
19	M. NUR HAFIDZOH		√					√		√							√	√								√	15	62.5%	Good

No	Name	1		2	3			4		5				6	Total	Percentage	Category
20	MAR'ATUS SHILIKAH	√		√	√			√			√			√	21	87.5%	Excellent
21	MOH. DIKHA IKHWANUDIN	√		√	√			√		√				√	20	83.33%	Excellent
22	MUNIFATUS SAROFAH	√	√		√			√	√					√	17	70.83%	Good
23	nava devita nur insani a	√		√	√			√			√			√	21	87.5%	Excellent
24	PUJI UTAMI	√	√		√			√	√					√	17	70.83%	Good
25	QOMARIYAH	√	√		√			√	√					√	17	70.83%	Good
26	RINI NURYANI	√	√		√			√			√			√	20	83.33%	Excellent
27	ROSYAD ASY'ARI	√		√	√			√			√			√	21	87.5%	Excellent
28	SITI MAESAROH	√		√	√			√	√			√			16	66.66%	Good
29	SITI NURAINI	√		√	√			√			√			√	21	87.5%	Excellent
30	SITI QOSIDAH	√		√	√			√			√			√	21	87.5%	Excellent
31	SITI SRIYOGI PURWANTI	√	√		√			√	√					√	17	70.83%	Good
32	SRI LESTARI	√		√	√			√	√					√	19	79.2%	Good
33	SUNARMI	√	√		√			√	√					√	17	70.83%	Good
34	TARWATI	√	√		√			√	√					√	17	70.83%	Good
35	WASIATUN	√	√		√			√	√					√	17	70.83%	Good
36	YANIK MUNFARIDA	√	√		√			√			√			√	20	83.33%	Excellent
															667		

Description :

1. Students give attention to teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students ask question to teacher relating the lesson.
4. Students show their activeness and enthusiasm in joining the game.
5. Students respond the other group friend's answer
6. Students discipline in doing the task.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

Appendix 18

Lembar Pengamatan Siswa dalam Kegiatan Pembelajaran dengan menggunakan TIC TAC TOE game.

Nama sekolah : MTs Nahjatus Sholihin
Tahun Pelajaran : 2010/2011
Kelas/ Semester : VIII/ I
Pokok Bahasan : Simple Past Tense
Siklus ke :Cycle III

No	Students' name	Description I				Description II				Description III				Description IV				Description V				Description VI				Σ	%	Categorization
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AFWA ISNAINIYAH				√			√		√							√				√				√	20	83.33%	Excellent
2	AHMAD JAZULI				√				√	√						√					√				√	20	83.33%	Excellent
3	AINUN MAKRIFAH				√			√		√							√		√						√	18	75%	Good
4	AMINATUL MUNAWAROH				√			√		√							√				√				√	20	83.33%	Excellent
5	ANIKMATUL HASANAH				√			√		√							√		√						√	18	75%	Good
6	AVUD ANGGA ADITYAN				√		√			√							√	√							√	15	62.5%	Good
7	DIAN LISTIYANA				√				√	√							√				√				√	21	87.5%	Excellent
8	DZURIYATUN SHOLEHAH				√				√	√							√				√				√	21	87.5%	Excellent
9	ENDANG DWI WIDAYANTI				√			√					√				√				√				√	24	100%	Excellent
10	ERNA NUR LIANA				√			√		√							√				√				√	20	83.33%	Excellent
11	FARIDATUS SHOLIKAH				√			√		√							√		√						√	18	75%	Good
12	HERVINA				√				√	√							√				√				√	21	87.5%	Excellent
13	IQLIMA NURJANNAH				√			√					√				√			√					√	22	91.66%	Excellent
14	ISWAHYUDI				√				√	√							√				√				√	21	87.5%	Excellent
15	JUWARIYAH				√			√		√							√	√							√	17	70.83%	Good
16	KHILIFATUN NAFISAH				√			√		√							√		√						√	16	66.66%	Good
17	LATIFATUL WAHIDAH				√				√	√							√				√				√	21	87.5%	Excellent
18	M. NAILUL MUNA				√				√	√							√				√				√	21	87.5%	Excellent

No	Name	1	2	3	4		5		6	Total	Percentage	Category
19	M. NUR HAFIDZOH	√	√	√			√	√	√	16	66.66%	Good
20	MAR'ATUS SHILIKAH	√		√	√		√		√	21	87.5%	Excellent
21	MOH. DIKHA IKHWANUDIN	√		√	√		√	√	√	19	79.16%	Excellent
22	MUNIFATUS SAROFAH	√		√	√		√	√	√	19	79.16%	Excellent
23	NAVA DEVITA NUR INSANI A	√		√	√		√	√	√	21	87.5%	Excellent
24	PUJI UTAMI	√		√	√		√	√	√	18	75%	Good
25	QOMARIYAH	√		√	√		√	√	√	17	70.83%	Good
26	RINI NURYANI	√		√	√		√	√	√	18	75%	Good
27	ROSYAD ASY'ARI	√		√	√		√	√	√	21	87.5%	Excellent
28	SITI MAESAROH	√		√	√		√	√	√	21	87.5%	Excellent
29	SITI NURAINI	√		√	√		√	√	√	21	87.5%	Excellent
30	SITI QOSIDAH	√		√		√	√	√	√	24	100%	Excellent
31	SITI SRIYOGI PURWANTI	√		√	√		√	√	√	17	70.83%	Good
32	SRI LESTARI	√		√	√		√	√	√	19	79.16%	Excellent
33	SUNARMI	√		√	√		√	√	√	17	70.83%	Good
34	TARWATI	√		√	√		√	√	√	18	75%	Good
35	WASIATUN	√		√	√		√	√	√	18	75%	Good
36	YANIK MUNFARIDA	√		√	√		√	√	√	17	70.83%	Good
										696		

Description :

1. Students give attention to teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students ask question to teacher relating the lesson.
4. Students show their activeness and enthusiasm in joining the game.
5. Students respond the other group friend's answer.
6. Students discipline in doing the task.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria