

CHAPTER I

INTRODUCTION

This chapter is the general view of the problem which is described by the researcher. It consists of background of the problem, setting of the problem, limitation of the problem, purpose of the problem, importance of the research and definition of the terms. In this chapter the researcher describes the problems found in this research and limits it to specify this research.

A. Background of the Problem

English is one of the international languages that is widely used in the world. English has been used by many people from different countries. Most of non-native speakers use English to establish relationship with other people coming from different countries.

In learning English, grammar is one of the most important skills must be mastered by the students for having good English in written or verbal communication. There are some parts of grammar that has been taught to the students in since elementary school up to junior high school. One of those parts of grammar is English tenses. It is considered to be the one of the most difficult thing to learn by the students.

According to Nugroho (2000) there are 12 tenses should be mastered by the students in order to have good English in speaking or even in writing. Many students usually get confused to say something in English due to the certain tenses on the sentence. For example in using simple past tense, students do not master

many past verbs as the main part of past sentence.

In many schools, students face problem in using tenses. It can be seen from their incorrect pattern in using certain tenses in the sentence. Especially for simple past tense English teacher applies several strategies to teach simple past tense to the students. It is purposed to make them become more interested in learning it. Using multimedia or playing game in teaching is effectively proven raising students' interest in learning simple past tense in the classroom. In this research, one of the strategies will be used to teach simple past tense to the students is Tic Tac Toe game.

According Morris (2002) Tic-tac-toe (also known as Noughts and crosses or Xs and Os) is a paper-and-pencil game for two players, *X* and *O*, who take turns marking the spaces in a 3×3 grid. The player who succeeds in placing three of their marks in a horizontal, vertical, or diagonal row wins the game.

Based on the researcher's observation at the eighth grade students of SMPN 1 Bangun Purba, using simple past tense is quite difficult to be applied in daily English written or spoken. It is caused by their low of mastery in past verbs. English teacher of SMPN 1 Bangun Purba explained that students get difficulties to use simple past tense caused by their lack of mastery in past verbs whether it is in irregular or regular verbs.

Students also had low motivation to improve their English grammar skill, moreover in mastery the English tenses. It makes them always get below KKM score to the examination. This problem automatically affects student's skill in using tenses, especially simple past tense. So, from the case above, the researcher

is interested in doing an experimental research with title *“The Use of Tic Tac Toe Game Toward Students’ Understanding on Simple Past Tense at the Eight Grade Students of SMPN 1 Bangun Purba”*

B. Setting of the Problem

Based on the problem that has been explained above, there are several problems faced by the eighth grade students of SMPN 1 Bangun Purba due to their mastery in using simple past tense. There are following statements of the problem, such as students’ lack of vocabulary makes them difficult in learning English lesson. Secondly, low of mastery in past verbs makes them get difficult to practice using simple past tense in the sentence. And last, the less using method or strategy in teaching tenses makes them not interested in learning it.

C. Limitation of the Problem

To focus in doing this research, the researcher would like to limit this research only to find out whether there is an effectiveness of using Tic Tac Toe game toward students’ understanding in using simple past tense to the eighth grade students of SMPN 1 Bangun Purba.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem on the following questions:

- a. Is there a significant difference students’ understanding in simple past

tense between control class and experimental class?

- b. Is there a significant effect using Tic Tac Toe game toward students' understanding in simple past tense?

E. Purposes of the Research

The purposes of the research are the researcher wants to find out:

- a. There is Tic Tac Toe game effect toward the students' understanding in simple past tense
- b. There is any significant difference between the students' understanding in simple past tense through conventional technique.

F. Significance of the Research

1. *For students:* the researcher hopes that the students will get more understand in using tenses, especially simple past tense.
2. *For teachers:* the result of the research hopefully can be used as additional information for English teachers especially in using a technique in teaching and learning process.
3. *For the next researchers:* the result of the research can be used as the reference for the new research.

G. Definition of key Terms

1. **Students' Understanding:** Based on Hornby in Thota (2014), 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. Meanwhile, 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. So, it can be said that students' understanding is students' effort or psychological process of students to know deeply about something as object.

Based on the explanation above, the researcher concludes that students' understanding can be meant as a comprehension of certain field of knowledge taught at school to the students.

- 2. Tic Tac Toe Game:** According to Moris (2002), it is a kind of game board with noughts and crosses. It needs Tic Tac Toe paper that consist of nine, sixteen even twenty 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.

According to the researcher opinion, Tic Tac Toe game is a board games can be used as a strategy to attract students' understanding in learning language grammar, especially in English tenses

- 3. Simple Past Tense:** According to Azar (2006) The Past Tense indicates that an activity or situation began and ended at a particular time in the past. 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. Simple past tense can be meant as a form of sentence which is inform the event that happen and ended in the past.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher puts some theories related to the simple present tense, writing descriptive and review of related finding to compare the difference this research paper among several result of some researchers who used methods or games strategies in teaching simple past tense to the students. The researcher puts some theories related to simple past and Tic Tac Toe to strengthen the definition of them. The process of this research also can be seen on the figure of conceptual framework to ease the readers in understanding the research.

A. Review of Related Theories

1. Nature of Simple Past Tense

In English tenses, simple past tense is commonly used in daily conversation. In general it is used to express even that happened in the past and has nothing to do with the present. In this chapter, the researcher puts some theories about simple past tense from the some experts below.

According to Azar (2006), past tense divided into: *Simple Past Tense* which is generally expresses events or situations that existed or happened at a particular point in the past. The event began and ended in the past. Thus, the event has nothing to do with the present.

Nugroho (2000:18) gives the definition and examples about simple past tense is a kind of tense which is used to declare an activity that is over at the past time. Meanwhile, Conrad and Leech in Handayani (2013) states

that simple past tense is most often used in past time. So, from the definitions given by the experts about simple past tense, it can be concluded that simple past tense is form of sentence which is used to express activity or event that happened in the past and finish in that time at once.

According to Azar (2006), there are three types of sentences commonly used in using simple past tense, they are positive, negative and interrogative sentence pattern. For the explanation can be seen in the following table:

Table 1. Form of Simple Past Tense

Past Tense	Explanation	Form	Example
Simple Past Tense	A tense which is form of sentence which is used to express activity or event that happened in the past and finish in that time at once.	<p>1. Positive : <i>S + V2 + O + Adv.</i></p> <p>2. Negative : <i>S + Did Not + VI + O + Adv.</i></p> <p>3. Interrogative : <i>Did +S +VI +O + Adv</i></p>	<p><i>1.He brought some apples to the warehouse</i></p> <p><i>2.Jimmy did not know about this case yesterday</i></p> <p><i>3.Did she steal your money last month?</i></p>

Based on the table above, it can be seen and concluded that simple past tense in three types of sentence pattern has a differentiation. In positive sentence, the verbs used is past verb. Meanwhile in negative and interrogative sentence, the

verb used in the sentence is present verb. It is caused in the negative and interrogative sentence, the function of past verb is replaced by the word *did* and *did not*

2. The Definition of Grammar

Grammar is the system of language. People sometimes describe grammar as the “rules” of a language. Actually the word grammar has several meanings and descriptions attempted by linguists. Different experts define the term grammar differently. Harmer (2001:12) defines the term grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language.

Meanwhile, Denham and Lobeck in Shuib (2009), for instance, states that many English education textbooks point out that teachers must be aware of certain grammatical fundamentals in order to help students recognise patterns of errors. Andrews in Shuib (2009) argues that both “initial and continuing teachers” should have access to grammar knowledge. According to him, “a teacher with a rich knowledge of grammatical constructions will be in a better position to help young writers”.

In addition, Hughes in Handayani (2013) explains that grammar is necessary in school because grammatical ability is valuable for skill performance. So, based on the explanation from the experts above, the researcher conclude that grammar is very important for the students to learn in order to support their performance in speaking or writing in English.

3. The Concept of Tic Tac Toe Game

According to Pilgrim (1995), Tic Tac Toe is compromise between functionally and accessibility. A major advantage of using the game tic tac toe is the participants are already domain experts. The game provides an interactive environment in which users can quickly cycle between rule base editing and performance testing.

Chakraborty in Thota (2014) formally defines the Tic-Tac-Toe game and then develops artificial intelligence based strategies to play the same. 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 (O or X) on the square.

Noughts and Crosses are games that have been played in the United Kingdom for several centuries, even precise history seems to be 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.

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 students' can answer or make question they can put sign (O) or (X) on their Tic Tac Toe Grid.

3.1.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.

Siddiqui in Thota (2014) extend the game by adding two additional rows, two additional columns, and has been extended to the 3rd dimension. 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.

3.2.Procedure of Tic Tac Toe Game

According to Siegler (1993), a player can play a perfect game of Tic-tac-toe (to win or, at best, draw) if they choose the first available move from the following list, each turn, as used in Newell and Simon's 1972 tic-tac-toe program.

1. **Win:** If the player has two in a row, they can place a third to get three in a row.
2. **Block:** If the opponent has two in a row, the player must play the third themselves to block the opponent.
3. **Fork:** Create an opportunity where the player has two threats to win (two non-blocked lines of 2).
4. **Blocking an opponent's fork:**

Option 1: The player should create two in a row to force the opponent into defending, as long as it doesn't result in them creating a fork. For example, if "X" has a corner, "O" has the center, and "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 for "X" to win.)

Option 2: If there is a configuration where the opponent can fork, the player should block that fork.

5. **Center:** A player marks the center. (If it is the first move of the game, playing on a corner gives "O" more opportunities to make a mistake and may therefore be the better choice; however, it makes no difference between perfect players.)
6. **Opposite corner:** If the opponent is in the corner, the player plays the opposite corner.
7. **Empty corner:** The player plays in a corner square.
8. **Empty side:** The player plays in a middle square on any of the 4 sides.

The first player, who shall be designated "X", has 3 possible positions to mark during the first turn. Superficially, it might seem that there are 9 possible positions, corresponding to the 9 squares in the grid. However, by rotating the board, we will find that in the first turn, every corner mark is strategically equivalent to every other corner mark. The same is true of every edge mark. For strategy purposes, there are therefore only three possible first marks: corner, edge, or center. Player X can win or force a draw from any of these starting marks; however, playing the corner gives the opponent the smallest choice of squares which must be played to avoid losing (Gardner 1988).

The second player, who shall be designated "O", must respond to X's opening mark in such a way as to avoid the forced win. Player O must always respond to a corner opening with a center mark, and to a center opening with a corner mark. An edge opening must be answered either with a center mark, a corner mark next to the X, or an edge mark opposite the X. Any other responses

will allow X to force the win. Once the opening is completed, O's task is to follow the above list of priorities in order to force the draw, or else to gain a win if X makes a weak play.

B. Review of Related Findings

Suryanto (2007) on his thesis “ Correlation Study between students’ mastery of past tense and their ability in expressing past activities in writing” states that The research findings indicate that there is a significant correlation between the students mastery of past tense and their ability in expressing past activities in writing. From the statistical analysis, it was found out that there was a positive correlation between the students mastery of past tense and their ability in expressing past activities in writing. It was proved by the value of r_{XY} of the correlation was greater than r table. The value of r_{XY} was 0.8107. When we consulted it to the r table with $N = 40$, we found that r table had a value 0.312. It could be seen obviously that the value of r_{XY} is greater than the r table. These facts imply that the students’ mastery of past tense give a useful contribution in their ability in expressing past activities in writing.

Chalim (2010) on her thesis “*Using Tic Tac Toe to Improve Students’ Understanding in Simple Past Tense at the Eighth Grade Students of MTs Nahjatus Solihin Kragan Rembang*” states that the use of Tic Tac Toe game can improve students’ understanding in simple past tense. It can be sen that the result of average students’ score in preliminary is 5,83. Meanwhile in cycle 1 is 7,58, in cycle 2 is 7,88, and in cycle 3 is 8,66. The result shows that using Tic Tac Toe can solve their difficulties in distinguish the verb 1 and verb 2. The test result in

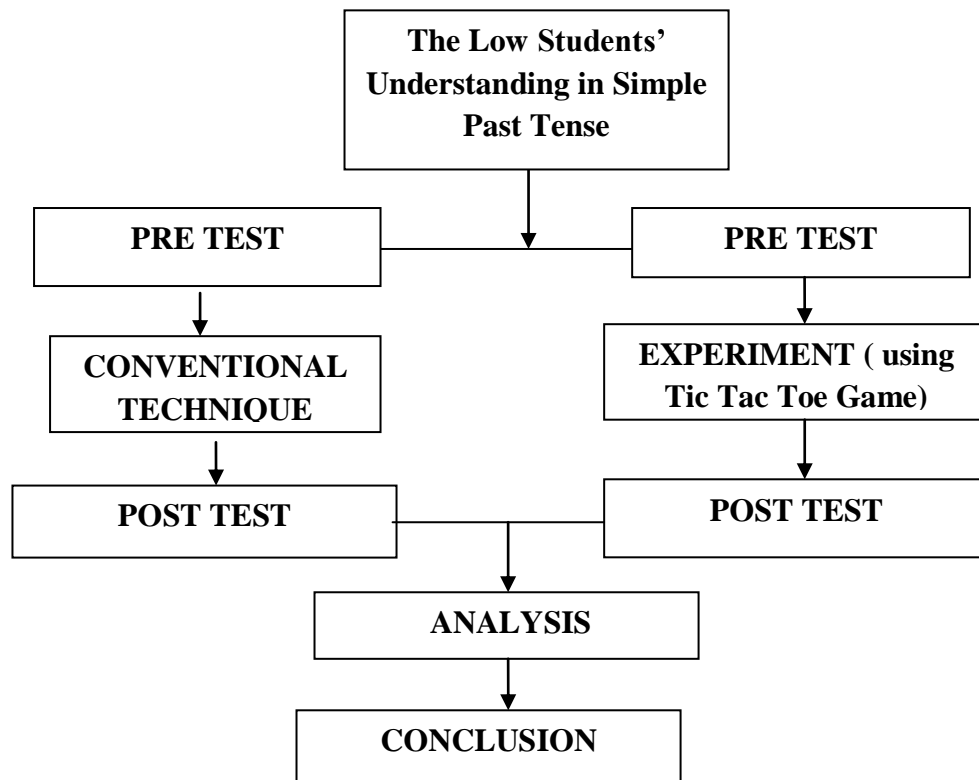
this research increase in every cycle.

Based on the researches above, the researcher found some differences between this research and the two researches above. Firstly, this research is designed as an experimental research and the researches above are class action research. This research wants to see the effectiveness of using Tic Tac Toe game in teaching simple past tense to the eight grade students of SMPN 1 Bangun Purba.

C. Conceptual Frameworks

Conceptual framework is a scheme of research will be conducted by the researcher. For this research, the scheme of its conceptual framework will be shown by the following diagram:

Figure 1. Conceptual Frameworks of the research



Based on the figure above, the process of this research will take some steps such as the researcher will give a pre-test for control class and experiment class. Then, the researcher will use conventional technique in teaching simple past tense to control class and using Tic Tac Toe game as a treatment in teaching simple past tense to the experiment class. The researcher will give a post test to see the result of the test and seeing whether there is an effect in using Tic Tac Toe game in teaching simple past tense or not.

D. Hypothesis

Hypothesis is a supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further research. A hypothesis may be proven correct or wrong, and must be capable of refutation. The hypothesis of this research can be stated as follows:

Hi : There is an effect of the use of Tic Tac Toe toward students' understanding on simple past tense at the eighth grade students of SMPN 1 Bangun Purba.

Ho: There is no any effect of the use of Tic Tac Toe toward students' understanding on simple past tense at the eighth grade students of SMPN 1 Bangun Purba.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data taken at the eight grade students of SMPN 1 Bangun Purba. This chapter explains about the direction of this research and also the procedure will be taken by the researcher in collecting data. The researcher also explains that in analyzing the data it will be helped by computer application program to find out homogeneity and normality data of the research.

A. Research Design

This research was designed as an experimental research, because the researcher wanted to do an experiment research about the using Tic Tac Toe game toward students' understanding in simple past tense at the eighth grade students of SMPN 1 Bangun Purba.

B. Setting of the Research

This research was conducted at SMPN 1 Bangun Purba which was located at Langgar Payung Street, Bangun Purba sub District of Rokan Hulu Regency around February 2016.

C. Population And Sample

The population of the study was the eighth grade students of SMPN 1 Bangun Purba. The numbers of them were 50 students where they are divided into two classrooms. The number of participants who joined in this research was 50 students. Because this is an experimental research, the researcher divided them into two group such as control class and experiment class. The sampling method used in this research was total sampling. The sample of the research can be seen on the following table:

Table 2. Number of Sample of the Research

No	CLASSROOM	NUMBER OF STUDENTS
1	VIII A	25 (Control Class)
2	VIII B	25 (Experiment Class)
	TOTAL	50

Based on the table above, there were two classes were used as the sample of the research. From those classes, the researcher used one of them as the control class and another one as the experiment class. In this research, the researcher used students of class VIII A as the control class and the students of VIII B as the experiment class.

D. Instrumentation

The instrumentation was used to measure students' understanding in a particular subject to be observed. In this research, the researcher wanted to measure students' understanding in using simple past tense through Tic Tac Toe

game. The instrumentation used in this research were:

1. *Observation note* : it is used to list students' participation during the class or the treatment conducted
2. *Written test*: the test was formed in multiple choices, it is purposed to measure students' understanding in using simple past tense after the treatment. The test was consisted of 20 items includes the regular and irregular verbs and nominal and verbal sentences.

E. Technique of Collecting the Data

According Arikunto (2006 : 150) "The test was a series of questions or exercises and other tools used to measure skill, knowledge, intelligence, ability or talent possessed by an individual or group ".

Data collection in this study was through pre-test and post test. The researcher did a test before and after using conventional technique and treatment. Pre-test was used to determine the students' understanding in simple past tense. Post-test was conducted after the researcher gives treatment or use conventional technique in teaching simple past tense to the students. It is purposed to see whether there is significant difference between students who get treatment and the students who are taught using conventional technique.

F. Technique of Data Analysis

The researcher calculated deviation between pre-test and post-test of experimental and control group. To analyze the data, the researcher used the

statistic test, the researcher used the SPSS program to find out several data. In this research, the researcher used the T-Test where it is a statistical examination of two population means. A two-sample t-test examines whether two samples are different and is commonly used when the variances of two normal distributions are unknown and when an experiment uses a small sample size. There were 2 things analyzed from the result of the test such as:

a. Normality Data

Normality test aims to see whether the data are normally distributed or not, this is used to determine the slope formula. To know the variable X and Y distributed or not. So used the lilliefors test because the data is a nominal data. In this research will use the S= standard deviation with calculate opportunity $F(z_i) = P(z \leq z_i)$, calculate the more little of proportion or same with z_i . If the proportion is $S(z_i)$, so : calculate the difference $F(z_i) - S(z_i)$ with absolutely. The bigger absolutely between the difference absolutely get, like the price is L_0 equal with $L_t(a, n)$ if the sample of population is normal so $L_0 \leq L_t(a, n)$ (Sudjana, 2005 : 466).

b. Homogeneity Data

Homogeneity test is used to see whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance . To find two classes with the test , have the same basic skills . To find the same variance using the F test : $H_0 : s_1^2 = s_2^2$ both have population The same variance . $H_a : s_1^2 \neq s_2^2$ both have variance different population. (Sudjana, 2005:250).

Calculation of homogeneity using the F test can be done by comparing the F table with F_{count} . If $F_{table} < F$, then the homogeneous data sets. In analysing the data collected from the test, the researcher analyzed them by using t-test. It was used to know significance difference between the student's writing skill and to know significance effect between in using Tic Tac Toe game in the pre-test and in the post-test.

Once the data is obtained, the data in the statistical analysis using the t test (Student's t) with a significance level of 5%. Applicable testing criteria are: Accept H_0 if where in the can from the distribution list and opportunities with significant level of 5%. For prices of other t H_0 rejected. To take the all of data, the researcher use the SPSS. Because, make it easier to find the results calculated data.

In analyzing the result of the pre test and post test of this research, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P= Percentage of students

F= Number correct answer

N= Number of test items

After calculating the data was classified in to good to excellent average to good poor to average poor using the following scales:

Table 3. Scoring Rank of the Research

No	Test Score	Level of Ability
1	80-100	Good to Excellent
2	60-79	Average to Good
3	50-59	Poor to Average
4	0-49	Poor

(Harris in Larasati: 2002: 245)

The researcher calculated deviation between pre-test and post-test of experimental and control group. To analyze the data, the researcher used the statistical test and the researcher will use the SPSS application to calculate the result of the test.