

THE USE OF TIC TAC TOE GAME IN TEACHING SPEAKING SKILL

(1)Hidayati, (2)Bahri

(1) Lecturer of English Department University of Muhammadiyah Mataram

(2) Student's of English Department University of Muhammadiyah Mataram

Abstract

This study was carried out to find the effect of tic tac toe game in teaching speaking skill. This study was conducted at the second grade of MAN 1 Praya in academic year 2014- 2015. The total number of sample were 40 students and they were divided into two groups. The first group was called experimental group consist of 20 students and the second group was called control group consist of 20 students. After analyzing the data obtained , the researcher found that the use of tic tac toe game has effect in teaching speaking skill. It proved from the data analysis, the researcher found that the value of t-test was 6,3, while the value of t-table in df 38 were 2,024 for confidence level 0,05 (90%) and 2,71 for confidence level 0,01 (99%). It showed that the value of t-test is higher than t-table. It is mean that the use of tic tac toe game has effect in teaching speaking skill. So, the null hypothesis (Ho) was accepted because the use of tic tac toe game has effect in teaching speaking skill at the seond grade of MAN 1 Praya in Academic Year 2014- 2015.

Key terms: *tic tac game, speaking*

INTRODUCTION

Speaking is one of the important and essential skills that must be practiced to communicate orally. By speaking people are able to know what kinds of situations in the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking also is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts so according to Caroline (2005:45) speaking is a basic oral communication among people in society. It is mean that Speaking is one of ways to introduce each other and knowledge, such as technology, experiences and also how to make relationship, or a good communication in a society.

There are many problems in teaching speaking skill. As the writer has previous experience when he did teaching training at MAN 1 Praya Central Lombok. First, the students always do the mistake in grammar and pronunciation aspect. They did not pay attention to the sentence structure and correct pronunciation. Second, the students are afraid of making mistake in speaking English. It indicates that the students have limited vocabulary. Third, the teacher only gives materials, like completing, reading dialogue and written from handbook, so make the students felt bored when they studied speaking skill and

the last, the teacher dominantly teaches the students by using Indonesian language, so it may not increase the students' speaking ability and learning process did not run well.

Based on problem above, it is very important to seek the way to overcome the students' problem in teaching speaking, so the researcher in here will be conducted the study by using game. The researcher decide one of appropriate game in here is Tic Tac Toe game. This game can build competitive environment for the students so that the students can be active and build their confident if they speak alone . In tic tac toe game also there is competition, so it make students to be enthusiasm and active in learning process. Based on the problem above, the writer formulates the problem of investigation as: "does the use of tic tac toe game has effect in teaching speaking skill at the second grade of MAN 1 Praya in Academic Year 2014- 2015?"

REVIEW OF RELATED LITERATURE

There are some researchers that did the research by using tic tac toe game. The first researcher is Ulviana (2011) entitled "Improving Students' Speaking Ability Through Tic Tac Toe Game: A classroom action research at first grade of MTS Manaratul Islam Cilandak. In this research she used qualitative data that derived from observation, interview and used a classroom research. Based on her result of data analysis, she inferred that teaching English by using tic tac toe game is effective and can improve students speaking ability. It can be proved through her several data such as; observations result which is shows students enthusiastic and actively participated in learning process. It is mean that the implementation of tic tac toe game in the classroom action research to improve students' ability is success.

The second researcher is Sulistiarini (2011) entitled "The Use of Tic Tac Toe Game As Media to Improve Students' Speaking Skill of Second Grade at SLTPN 15 Mataram in Academic Year 2010-2011. In this research she used experimental research to carried out her research to know the effectiveness of tic tac toe game in increasing student achievement. After she analyzed the data obtained, she found that the use of tic tac toe game give positive effects in teaching English speaking skill, it is proved by the fact that the result of the deviation score.

The last researcher is Inta (2011) entitled "The Effectiveness of Using Tic Tac Toe Game to Improve Students' Speaking Skill in Descriptive Text: An Experimental Research at the eighth grade students of SMP H. Isriati Semarang in Academic Year 2010-2011. In this research she used experimental method to carried out the effectiveness of using tic tac toe game to improve students' speaking skill in descriptive text. The result of her research, showed that by using tic tac toe game can improve the students' speaking skill in descriptive text. This successfulness can be seen from the result of students' average score and good response by students.

Tic Tac Toe Game

Tic-Tac-Toe game is a game can be played by two players where the square block (3 x 3) can be filled with a cross (X) or a circle (O). The game will

toggle between the players by giving the chance for each player to mark their move. When one of the players make a combination of 3 same markers in a horizontal, vertical or diagonal line the program will display which player has won, whether X or O. human (Lalitha Saroja Thota, 2014: 71).

Tic Tac Toe Game in Teaching Speaking Skill

The students are divided into two teams, one represents naught (O) and the other represents cross (X). The teacher will make some words in the nine grids on the blackboard. The words can be verb, adjective, to be, noun, and many others. The teacher tell the students that they can choose the words and make a sentence based on the words. If the students can make a sentence and mention it, they can put sign (O) or (X) on their tic tac toe grid. 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 Game is played by two players, wick one player represents naught (O) and the other player represents cross (X). The player makes nine grids on the board or the other place in which the player want. Tic Tac Toe has easy, medium, and hard playing. So it can applied for every age by using some procedures. Nevertheless, teacher should pay attention to student's capability in playing this game be. In fact this game there are three possible answers, the first player always wins, the second player always win, or the game is always a drawn. From the descriptions above the researcher can take conclude. The strategy of playing tic tac toe game is very easy for the players to understand it, so the players will be interested to play tic tac toe game. Especially in teaching speaking skill, by using tic tac toe game the students will be very enjoy in learning process, so the purpose of teaching and learning can be achieved.

METHOD

This study is designed as part of true experimental design, there are two classes namely experimental group and control group those are equal with pretest and post-test and then the design where there is randomization. The reason of researcher chose this design because the researcher cannot manipulate all of the students as the samples. In this design is aimed in finding out the use of tic tac toe game in teaching speaking skill. The population of this research was taken from the second grade students of MAN 1 Praya in academic year 2014- 2015 consist of 269 students and the total number of sample of two classes were 40 students. This study used Recording as instrument and assessed by rubric as adapted from Hughes (2003: 131) which covers aspect of accent, grammar, vocabulary, fluency and comprehension. Then, the data were analized by calculating the difference means by using *t-test*

FINDINGS AND DISCUSSION

Findings

The finding about the use of tic tac toe game in teaching speaking skill was done at the second grade of MAN 1 Praya in Academic Year 2014- 2015. The writer started the research by discussing with English teacher at MAN 1 Praya and then continued with gave the students pre-test for both groups experimental group and control group, and then the writer did the treatment just for experimental group. The last, to known the effect of the treatment the use of tic tac toe game in teaching speaking skill, the writer did the post-test. It was purposed to compare the mean score of experimental group and control group at the second grade of MAN 1 Praya in Academic Year 2014- 2015.

Table 01 Raw Scores in Pre-test and Post-test of Experimental Group and Control group

Experimental			Control		
Subject	Pre- test	Post- test	Subject	Pre- test	Post- test
Oni	16	21	Her	12	14
Ril	15	20	Hikma	14	17
Den	6	15	Sap	14	15
Yan	9	15	Ron	13	16
Don	8	16	Nur	14	14
Gih	13	18	Yan	10	13
Jep	10	17	Sul	12	14
Lang	10	18	Man	14	16
Mer	14	17	Na	10	14
Budi	9	15	Yun	16	16
Aziz	9	15	Ir	16	16
Guna	14	19	Sing	15	15
Mar	16	18	Dian	15	15
Zuh	15	17	Roh	15	15
Fit	14	16	Feb	12	12

Nur	10	17	Zan	6	13
Sri	17	20	Pian	8	15
Panji	15	18	Wir	10	14
Ain	15	20	Nor	10	13
Rizky	15	16	Irma	10	14
Total	250	348	Total	246	291

Table 02. Computation the Mean of Experimental Group
Score

	1	2	3	4	5
No.	Name of sample	Pre-test	Post-test	Deviation of pre-test and post-test (X)	The square deviation score (X ²)
1.	Oni	16	21	5	25
2.	Ril	15	20	5	25
3.	Den	6	15	9	81
4.	Yan	9	15	6	36
5.	Don	8	16	8	64
6.	Gih	13	18	5	25
7.	Jep	10	17	7	49
8.	Lang	10	18	8	64
9.	Mer	14	17	3	9
10.	Budi	9	15	6	36
11.	Aziz	9	15	6	36
12.	Guna	14	19	5	25
13.	Mar	16	18	2	4

14.	Zuh	15	17	2	4
15.	Fit	14	16	2	4
16.	Nur	10	17	7	49
17.	Sri	17	20	3	9
18.	Panji	15	18	3	9
19.	Ain	15	20	5	25
20.	Rizky	15	16	1	1
Total		250	348	$\Sigma x=98$	$\Sigma x^2=580$

$$M_x = \sum \frac{x}{N} = \frac{348}{20} = 17,4$$

$$M_y = \sum \frac{y}{N} = \frac{291}{20} = 14,55$$

$$\sum x^2 = \sum x^2 - \frac{(x)^2}{N_x} = 580 - \frac{(98)^2}{20} = 580 - \frac{9604}{20} = 580 - 480,2$$

$$\sum x = 99,8$$

$$\sum y^2 = \sum y^2 - \frac{(y)^2}{N_y} = 169 - \frac{(44)^2}{20} = 169 - \frac{1936}{20} = 169 - 96,8$$

$$\sum y = 72,2$$

$$t = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{(N_x + N_y) - 2} \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}} \quad t = \frac{17,4 - 14,55}{\sqrt{\frac{99,8 + 72,2}{(20 + 20) - 2} \left[\frac{1}{20} + \frac{1}{20} \right]}}$$

$$t = 6,3$$

Discussion

The finding in above explanation already clear shows that the mean score of experimental group is higher than the mean score of control group, there is 17,4 for experimental group and there is 14,55 for control group, but based on statistical analysis of t-test, it is obtained that the critical value of t-test to 6,3. This critical value is higher than the indication of t-table at degree of freedom (df) = $N_x + N_y - 2 = 38$ for confidence level of 0,05 or 90% with 2,024 and for confidence level of 0,01 or 99% with 2,71. Based on the condition above, the t-critical value is significance enough. So, the writer may take conclusion that the null hypothesis (H_0) is accepted because the use of tic tac toe game has effect in teaching speaking skill and the alternative hypothesis (H_a) is rejected.

CONCLUSION AND SUGGESTIONS

Based on explanation in chapter four. It was clear enough that the use of tic tac toe game has effect in teaching speaking skill. It proved from the data analysis, the researcher found out that the value of t-test was 6,3, while the value

of t-table in df 38 were 2,024 for confidence level 0,05 (90%) and 2,71 for confidence level 0,01 (99%). The explanation showed that the value of t-test is higher than t-table. This indicated that the effect of treatment was significant, or we can say that the use of tic tac toe game has effect in teaching speaking skill. It mean that the null hypothesis (Ho) was accepted because the use of tic tac toe game has effect in teaching speaking skill at the seond grade of MAN 1 Praya in Academic Year 2014- 2015.

REFERENCES

- Agustia, W., A. Zul. 2013. Improving The Students' Speaking Ability by Using Tic-Tac-Toe Game. *Journal of English Language Teaching*, Vol. 1 No. 2.
- Arikunto, Suharsimi. 2010. *Prosedur Penelitian*. Jakarta, PT. RINEKA CIPTA.
- _____. 1992. *Prosedur Penelitian Sebuah Pendekatan Praktik*. Jakarta: PT. Bina Aksara.
- Brown. H. Douglas. 2000. *Teaching by Principle: An Interactive Approach to Language Padegogy*. Newyork: Practice Hall Regents.
- Caroline T. 2003. *Practical English Language Teaching Young Learners*. New York: Mc. Graw. Hill.
- Hughes 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press
- Harmer, Jeremy. 2003. *How to Teach English: An Introduction to the Practice of Language Teaching: How to describe learning and Teaching*. London: Longman Group UK Limited.
- Jill Bellooff Farrell & Catheryn J. Weitman. 2007. *Action Research Fosters Empowerment and Learning Communities*. New York: Mc. Graw. Hill.
- Jack, C. Richards and Willy, A. Renanda. 2002. *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge University Press.
- Jordan. 2009. *Speaking*. Retrieved from <http://encyclopedia.com/doc/10000000speaking.html>. on Thursday-January 07, 20013-1840
- Kayi, Hryriye. 2006. "Teaching Speaking : Activities to Promote in Second language". *TSL Journal*. Vol. XII. Retrieved on January 21, 2015. Retrieved from: [http://itslj.org/article/kayi teaching.html](http://itslj.org/article/kayi%20teaching.html)
- Stern, H.H. 2002. *Fundamental Concepts of Language Teaching*. Shanghai: Shanghai Foreign Language Education Press.
- Sugiyono. 2009. *Metode Penelitian Kuantitative, Kualitative dan R&D*. Penerbit Alfabeta, Bandung.
- Thota, S. L. 2014. Implementation of Tic-Tac-Toe Game iLab VIEW. *International Journal of Computer Trends and Technology (IJCTT)*. Volume 12 number 2 – Jun 2014.
- Uberman, Agniezka. 1998. "Using Games". *English Teaching Forum*. Vol. 36 No. 1 January- March 1998 Page 20.
- Widdowson, H. G. 1994. *Teaching Language as Comunication*. London: Oxford University Press.

Zhu, D. 2012. *Using Games to Improve Students Communicative Ability*. Journal of Language Teaching and Research, Vol. 3, No. 4, pp. 801-805, July 2012. Academy Publisher Manufactured in Finland.