

**THE USE OF TIC TAC TOE GAME IN TEACHING VOCABULARY
AT THE SEVENTH GRADE STUDENTS OF MTS AL-RAISIYAH
SEKARBELA IN ACADEMIC YEAR 2019/2020**



A THESIS

**Presented as A Partial Fulfillment of the Requirement for
the Bachelor Degree in English Language Teaching**

By

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2020**

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SEKARBELA IN ACADEMIC YEARS 2019/2020

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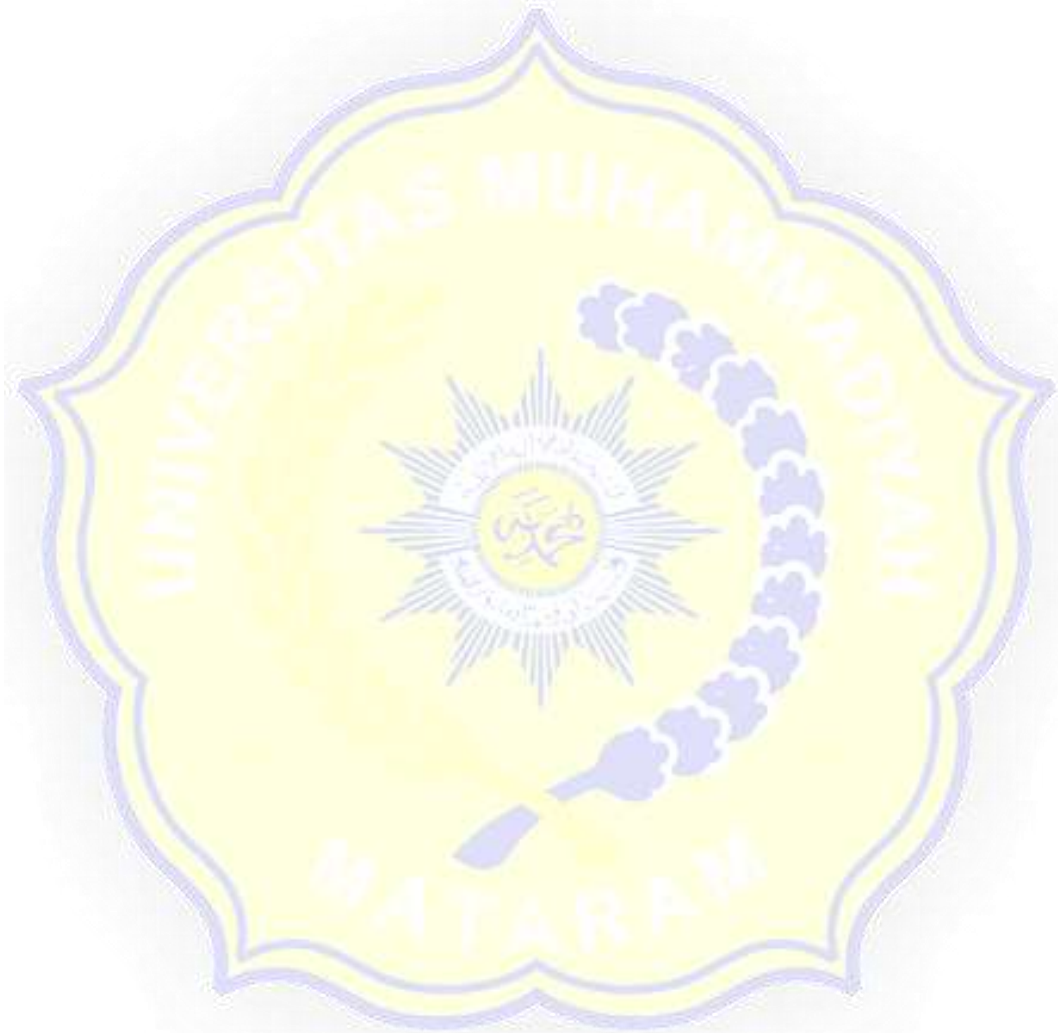


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MOTTO

“And ask for help (to Allah patiently and pray. And (prayer) is really hard except for those are solemn,”.

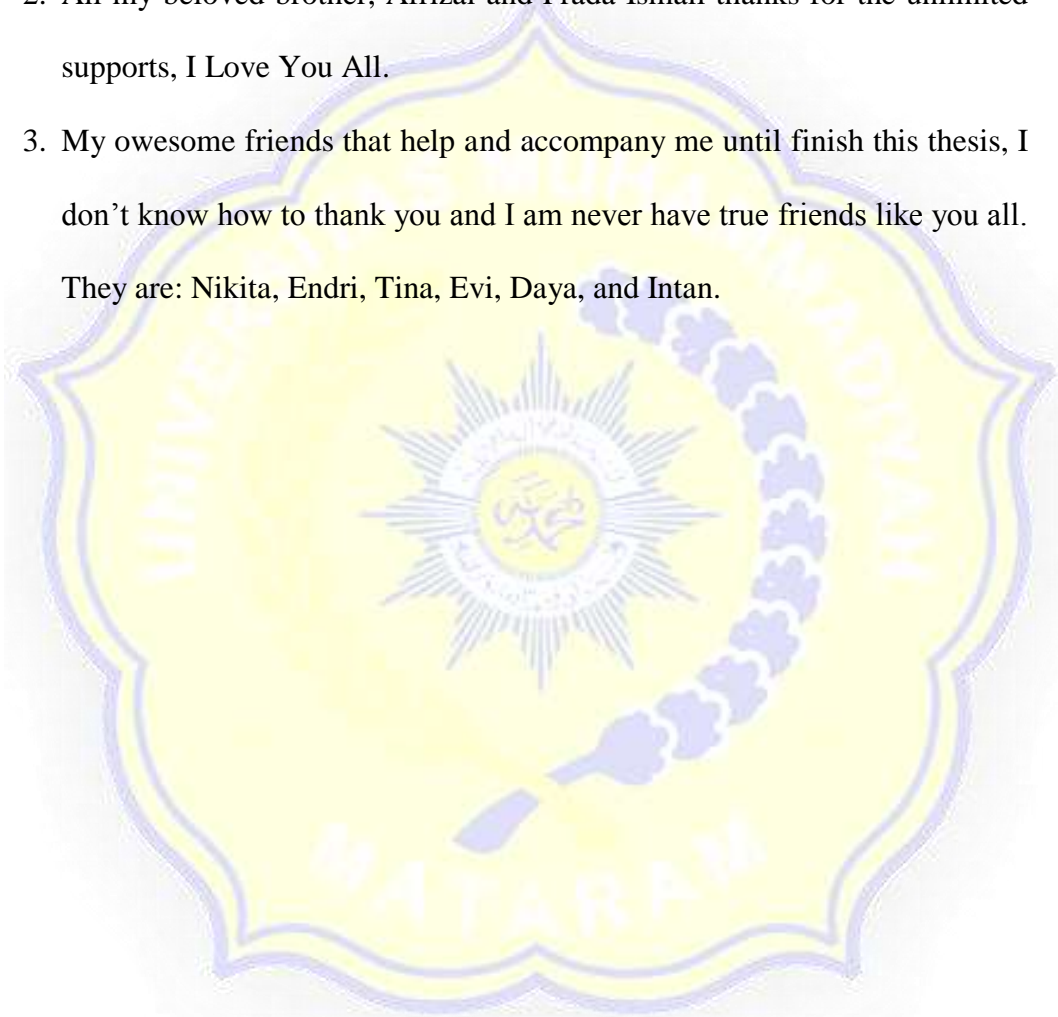
(QS. Al-Baqarah 2: Verse 45)



DEDICATION

The researcher would like to dedicate this thesis to:

1. My beloved father, H. Fahrudin, and my beloved mother, Siti Zen, who always pray, support me and guide me to be success in my study and my life. Thanks a lot for all the motivation.
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Mataram, Januar2020.

The Researcher,

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ABSTRACT

Zulfaidah. 2020. A Thesis: “*The Use of Tic Tac Toe Game in Teaching Vocabulary at the Seventh Grade Students of MTs. Al-Raisiyah in Academic Year 2019/2020*”: English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. Advisors 1) Humaira, M.Pd 2): Ilham, M.Pd BI.

Tic Tac Toe Game is a technique to increase students' vocabulary. This game provides so many pictures and words that can be used by the students to make sentences and then express it to their friends. This study intends to investigate the use of tic tac toe game as a technique whether it's effective or not in teaching vocabulary. The total population of this study involves 42 students and as the sample of this study is 22 students in control class then 22 students for experimental class. The data was collected through pre-test and post-test, then it followed by analyzing the data based on SPSS 17.0. The result shows that the average of the experimental class and the control class in the pre-test were 52.27 and 61.36, then the result of post-test from the experimental class is 45.00. which is higher than the result of the control class that is 73.64. Based on statistics Test (Mann Wilcoxon Test) if Asymp Sig. (2-tailed) < 0,05, it means that H_a was accepted and H_o was rejected. The result was Asymp Sig. (2-tailed) 0,000 < 0,05, it can be concluded that there are differences in the average student learning outcomes for Pre-test experimental class with the Post-test experimental class. It means, the use of tic tac toe game as a technique is effective in teaching vocabulary at the seventh grade students of MTs. Al-Raisiyah Sekarbela in academic year 2019/2020, so the alternative Hypothesis (H_a) is accepted.

Key Words: *Tic Tac Toe Game, Vocabulary*

CHAPTER I

INTRODUCTION

1.1 Background of Study

The words we use to communicate every day are essential in every aspect of our lives. From relaxing to working, studying, taking tests, we use words to share with others how we feel, what we think, and why we think that way. Without words, it is difficult to express our ideas to the rest of the world. The more words we know, the more significant our vocabulary, the more clearly, we can communicate with others. Our vocabularies reveal our knowledge to the world; therefore, a person with an extensive vocabulary has the advantage of self-expression.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richard and Renandya, 2002:255). It means vocabulary builds the students knowledge in speaking, writing, reading, or listening. Furthermore, the teacher who uses unappropriate technique makes the students get bored and unattractive. Therefore, use of the Tic Tac Toe game as technique is one solution of this problem.

Based on the pre-observasion in MTs Al Raisiyah Sekarbela the researcher found the students not interested study English especially vocabulary and the teacher never use any other technique or method in the her class before. Beside that, the students just learn by reading book or listening their teacher front of class without interest technique or method.

Therefore, the researcher tries to use of the Tic Tac Toe game as technique in teaching vocabulary at the seventh grade of MTs. Al-Raisiyah Sekarbela in Academic Year 2019/2020.

The use of a Tic Tac Toe game is an activity that makes the brain more comfortable to accept and remember stimulus visually, multi-colored mind maps, rather than monotonous, boring linear notes. It can be concluded that the Tic Tac Toe is a fun technique that lets the students to get better way in teaching vocabulary.

There are some studies which attempted to incorporate the use of Tic Tac Toe game techniques to improve learners' speaking skill at different levels ranging from elementary to high school. The first study by Mayangsari (2008) about Tic Tac Toe game techniques to develop speaking skills in English for communication of Mattayomsuksa 3 students and found that there were 40 students, of which 86.96% passed the prescribed criterion of 75%. The second study conducted by Wandira (2014) about the effectiveness of using a tic tac toe game to improve their speaking ability. The result of the study showed that the gained score of the experimental class (27.14) is higher than the controlled class (17.71).

The next study conducted by Setyati (2013), under the title the use of the Tic Tac Toe game technique, increase students' vocabulary. This study is a kind of pre-experimental research conducted at one junior high school at Bandung. The data were collected through a test (pre-test and post-test), and interview. The results showed that t obtain value (5.557) was higher than t

critical value (2.021) at the level of significance 0.05. The findings revealed that the use of the Tic Tac Toe game technique could teach students vocabulary. The researcher considers that the Tic Tac Toe game attracts the students in teaching and learning process because this game provides a fun way to learn vocabulary.

Based on the background above, in this case, the researcher is interested in conducting the research under the title "The use of Tic Tac Toe game in teaching Vocabulary at the Seventh Grade in MTs. Al-Raisiyah Sekarbela in Academic Year 2019/2020.

1.2 Research Question

Based on the background above the researcher formulates the statement of the problem as follows:

1. Is the use of Tic Tac Toe game effective in teaching Vocabulary at the Seventh Grade students in MTs. Al-Raisiyah Sekarbela in Academic Year 2019/2020?
2. Is there any significant difference in students' score between the students who are taught using Tic Tac Toe game than without using Tic Tac Toe game in Teaching Vocabulary at the Seventh Grade Students of MTs. Al-Raisiyah Sekarbela in Academic Year 2019/2020?

1.3 Purpose of the Study

The specific purpose of the research based on the problem above stated as follows:

1. To investigate whether the effective the Use of Tic Tac Toe game in Teaching Vocabulary at the Seventh Grade Students of MTs. Al-Raisiyah Sekarbela in Academic Year 2019/2020.
2. To analyze the significant differences in students score between the students who are taught using Tic Tac Toe game than without using Tic Tac Toe game at the Seventh Grade Students of MTs. Al-Raisiyah Sekarbela in Academic Year 2019/2020.

1.4 Significance of the Study

In this study, the significance of the study is viewed in two factors:

1 The Theoretically Significance

Hopefully, the use of quartet cards game can help and increase especially the students vocabulary because with this media, they more enjoyable and easily to learn English in the classroom. The researcher hopes that this media can be used as an alternative way for English teacher in teaching students especially in vocabulary mastery.

2 The Practically Significance

a. The Students

This study is expected to be a useful input for the students to help them in learning vocabulary by using the Tic Tac Toe game.

b. English Teacher

This study is expected to be useful input for the English teachers as information about various teaching techniques to motivate the

student's vocabulary activity, especially in teaching the Tic Tac Toe game.

c. Other Researcher

This study is also expected to give valuable information to the other researcher in teaching vocabulary by using the Tic Tac Toe game technique.

1.5 Scope of the Study

The researcher focuses in the book Bahasa Inggris, When English Rings a Bell by Kementrian Pendidikan dan Kebudayaan, 2016 in chapter IV is talking about "This is my world" on the use of Tic Tac Toe Game in teaching vocabulary with several noun as follows; "Noun in our Bags" and "Noun in the Kitchen". And several verb as follows; "To tell the names of the public buildings and other facilities in our town or village and their locations" and "To tell the names of the things in the living room, their numbers, and their locations". Any other things that used at the Seventh Grade Students of MTs. Al-Raisiyah Sekarbela in Academic Year 2019/2020.

1.6 The Hypothesis of the Study

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plan to test within the framework of the researcher study (Kumar, 1993:9). In this study, the researcher has stated the hypothesis as follows:

1. The Alternative Hypothesis (H_a)

Using Tic Tac Toe Game has an effective in teaching vocabulary at the Seventh Grade Students of MTs. Al-Raisiyah Sekarbela in Academic Year 2019/2020.

Using Tic Tac Toe Game has significant differences in students score between the students who is taught using Tic Tac Toe Game than without Tic Tac Toe Game at the Seventh Grade Students of MTs. Al-Raisiyah Sekarbela in Academic Year 2019/2020.

2. The Null Hypothesis (H_0)

Using Tic Tac Toe Game is not effective in teaching vocabulary at the Seventh Grade Students of MTs. Al-Raisiyah Sekarbela in Academic Year 2019/2020.

Using Tic Tac Toe Game does not have significant differences in students score between the student who is taught using Tic Tac Toe Game than without Tic Tac Toe Game at the Seventh Grade Students of MTs. Al-Raisiyah Sekarbela in Academic Year 2019/2020.

1.7 Definition of Key Terms

There are some key terms which need to be operationally defined in order to avoid miss-understanding and miss-interpretation on the part of the readers; they are provided, as follows:

1. Game

A game is an activity with rules, a goal, and an element of fun (Haldfield, 2003:4).

2. Tic Tac Toe Game

Tic Tac Toe is a simple children's game in which two players take turns drawing tokens (X's or O's) on a 3 x 3 grid. Winning involves a player placing three tokens in a row, column, or diagonal (Crowley, 1993: 65). It is a kind of game board with naughts and crosses that needs a Tic Tac Toe paper and Tic Tac Toe grid that consists of nine, sixteen even twenty boxes of frames.

3. Vocabulary

Definition of vocabulary in general. They say that vocabulary may be defined as the stock of words uses by a person, class, or profession. Almost every individual uses several different vocabularies, all having much in common, yet each distinctly different (Burns and Broman, 1975:295).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented some related literature of the study to teach vocabulary. The researcher gives some information related to teaching vocabulary by using Tic Tac Toe games at Seventh grade of MTs. Al-Raisiyah Sekarbela.

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Learning vocabulary is mostly about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them (Mc Carten, 2007:21).

Vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speaker, using the language in different context, reading, or watching television (Richards and Renandya, 2002:255).

Vocabulary is simply the words that you know, or you need to know when reading and writing. Students should learn to decode vocabulary words through vocabulary-building techniques such as context clues and word roots. If you have a limited vocabulary, of course, limits your use of

language. Your vocabulary is all the words you understand and can be used in your reading, listening, and speaking (Stahl and Gutlohn, 2006: 3).

Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world". Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence (Stahl and Gutlohn, 2006: 3).

Building vocabulary is a key to develop reading, writing, verbal expression, and in many ways. Vocabulary is keyed to building analytical and critical thinking. A person's vocabulary skill can be measured in terms of building receptive vocabulary (i.e., understanding) word and their expressive vocabulary words. People can build their expressive vocabulary in two ways that can be measured: the written words and their spoken vocabulary words. Without building a vast vocabulary, students cannot read, speak, write also listen successfully (Graves, 2000: 5).

Based on the definitions above, the researcher concludes that the vocabulary is one of fundamental of language that helps students to get the competence of four skills such as reading, listening, writing, speaking, and vocabulary usually presents in orally or written works.

2.1.2 Part of Vocabulary

Thornbury states there is some part of the vocabulary; they are Adverb, Adjective, Noun, and Verb.

1. Adverb

The adverb is words that describe or modify verbs, adjectives, and other adverbs. It can be used to explain more information about verbs, adjectives, and other adverbs or even whole sentences. The example of adverbs:

- a. She runs *fast*
- b. They perform *amazingly*

Fast and amazingly are the Adverbs in sentences.

2. Adjective

The adjective is a word that gives more information about a noun or pronoun, and it can be used before or after the noun. The example of Adjective is the *Red* car, a *beautiful* garden, and a *big* doll.

3. Noun

The noun is a word (or group of words) that is the name of a person, a place, a thing or activity or quality or idea, and can be used as the subject or object of a verb. An example of the noun is *books, cars, mirrors, and houses.*

4. Verb

The verb is a word (or group of words) that is used in describing an action, experience, or state. The examples of a verb are

- a. John *plays* football
- b. Dianne *cooks* some cakes

2.1.3 Technique in Teaching Vocabulary

Vocabulary is essential as the teaching of structure, then in this section, the researcher will discuss some presentation techniques in vocabulary teaching. Although learning vocabulary is essential to the language process, it is so difficult for the student to learn vocabulary quickly. They need a long time to learn it because they do not know how to learn vocabulary quickly and sometimes it makes them lazy and confused (Graves, 2000: 7)

Explains some techniques to develop the vocabulary of students in learning English quickly :

1. Preparing and monitoring the vocabulary list.

Some of the learners try to keep the vocabulary on the list.

2. Learning word in context

Some of the students just picking out the vocabulary items from the context.

3. Practicing vocabulary

Various technique falls under the heading. Putting the word into the different structures in order to drill oneself, reading to reinforce vocabulary, repeating words to oneself. Besides the students develop their strategy to learn vocabulary, teachers also have strategies to help the students dealing with unknown vocabulary.

There are also some techniques for teaching vocabulary, as explained by Nattiger in Fitria (2007: 11) as follows:

1. Context clue. i.e., a technique for guessing vocabulary from context.
2. Word morphology. i.e., learners can be taught to extend their vocabulary by mixing and matching word stems.
3. Total physical response. i.e., in this technique, the target vocabulary items are paired with relevant physical responses.
4. Word family. i.e., the technique can be developed to show how to word family is developed from single roots (example; part, partition, partly, partner, participant, etc.).

Based on the explanations above, it can be concluded that there are four techniques in teaching vocabulary. The researcher chooses the technique of Total physical response as a technique in teaching vocabulary.

The materials for teaching English in junior high school should be made motivating and exciting for the student who learned English as a second language. Therefore, a good teacher must have a kind of technique, which increases the motivation and the interest of the student in learning the language. The technique will help the teacher in teaching the language, and it will help students in acquiring the language.

Teaching vocabulary is a crucial aspect of learning a language as languages are based on words. It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be

problematic because many teachers are not confident about the best practice in vocabulary teaching and at times, do not know where to begin to form an instructional emphasis on word learning (Alpino Susanto, 2017:185).

2.1.4 Principles of Teaching Vocabulary

In teaching vocabulary, the teacher follows the principle in teaching vocabulary. According to J. Wallace (1982:30) as follow:

1. Aims

The aim of teaching vocabulary has to be clear for the teacher how many words listed by the teacher. The teacher expects the learner to be able to achieve the vocabulary, what kinds of words?

2. Quantity

The teacher may have to decide on the number of vocabulary items to be learned, how many new words in a lesson the learner can learn. If there are too many, the learner may become confused and discouraged.

2.2 Game

2.2.1 Definition of Game

According to Lee, (1965: 12) game help to ease the process of teaching learning activity. It means games bring the teacher and students closer together. By using games, the teachers create context becomes useful and meaningful and games also help the students to express their ability in listening, speaking, reading and writing.

Games are fun activities which are usually considered inappropriate in the lesson which needs serious activities. Game is useful to present vocabulary to students. Teaching vocabulary through game will make the students be easy to memorize the words that found and also will be fun in studying. So, Wright et al. (1983: 1) suggest that games help encourage many learners to sustain their interest and work. Game also help the teacher to create context in which the language is useful and meaningful.

2.2.2 Kind of Games

Jill Hadfield (2017; 112), intermediate Vocabulary Games, explains kind of games that can be used to teach vocabulary, that follows :

1. Information Gap

The students ask their partners to get missing information to complete the task that they have or together solve a problem. For instance, one student might have a drawing and their partner needs to create a similar drawing by listening to the information that described and given by the person with the drawing.

2. Guessing Games

The student with the informatin deliberately hides the information, while other students guesses what it may be. The example of this game is 20 question game, in which one student thinks of famous person, place, or thing. The other student can ask 20 yes or no questions to find clues in order to guess who or what the person is thinking of.

3. Tic Tac Toe Game

This game involving the whole class, players must obtain all of the information available to fill in a questionnaire or to solve a problem. For example students are given a grid; the task is to fill in all the cells in the grid with the name of their classmates who fits that cell, e.g., someone who has pointed nose. The students spreading around the class, asking and answering questions to complete their own grid.

4. Matching Games

These games involve matching pairs of words, cards or pictures. Everyone must find a pair work partner with a corresponding card or picture. For example, students place 30 word cards which composed of 15 pairs, face down in random order. Each student turns over two cards at a time, with the goal of turning over a matching pair by using their memory.

5. Labeling Games

These are a form of matching; students have to match labels and pictures.

6. Exchanging Games

The students have certain articles, or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides. In these games, students barter cards, other objects, or ideas.

7. Exchanging and Collecting Games

Players need to collect cards in order to complete a set. These games can be played as a whole class activity.

8. Board Game

The aim of the games is to be first round the board, to collect most cards or get rid of cards first. Scrabble is one of the most popular board games.

9. Role-Play Games

Role-Play games can involve students playing roles that they do not play in real life, such as doctor, while stimulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant.

10. Quartet Cards Game

Quartet cards game is a set of cards that has many varieties of pictures, words, and categories. Chabib Basirun (2007) said, "Quartet card game consists of 40 (forty) cards with pictures and words on it and it can be played by two, three, or four players." Based on the statement, a teacher can use the game to practice students' language skill, especially vocabulary. This game provides so many pictures and words that can be used by the students to make sentences and then express it to their friends. Expressed in a site, the cards game media is pictorial game as a sample means to strengthen students in memorization.

Based on the explanation above, it can be concluded that there are nine kinds of game as follows; Information Gap, Guessing game, Tic Tac Toe game, labeling game, matching games, Exchanging Games, collecting games, Board games, Role-Play games and Quartet Cards Game. The researcher choose the Tic Tac Toe of game as a technique in teaching vocabulary.

2.2.3 Criteria for Choosing Games

Cameron (2001; 24) offers the criteria of games. He said there are many criteria of games for teaching English to students.

The are as follows:

1. A game must be more than just fun
2. A games should involve a friendly competition
3. A game should keep all of the students involved and interested
4. A game should encourage students to focus to the useof language rather thanon the language itself.
5. A game should give students a chance to learn, pactice or reviews specific language material.
6. A game should be familiar by students.

He suggests that there are many kinds of games which can be used in teaching English. Of course, game can be taught asa teaching media. The media can be pictures, flash card, object, puppet, casset, project and many other subject surround them. It is better if the games are familiar for

the learners because they can learn in a variety of ways, for example by watching, listening, imitating and doing things.

2.3 Tic Tac Toe Game

2.3.1 Definition of Tic Tac Toe Game

Tic Tac Toe is an ancient game whose first traces date back as early as 1300 BC Egypt. Also known as “Nought and Crosses”, it is a classic match between two players, who alternate in marking spaces in a 3x3 grid, trying to put three of their own marks (“X” or “O”) in a horizontal, vertical or diagonal row (Hochmuth, 2003: 5).

Honarmand, Rostampour, & Abdorahimzadeh also state that "Tic-tac-toe is a classic and simple game that can make learning English fun. (Honarmand, Rostampour, & Abdorahimzadeh, 2015: 32). Based on the definitions above, the researcher concludes that the tic-tac-toe game is a simple and fun board game that contains nine congruent small squares using noughts and crosses to play.

That Tic Tac Toe (also known in the U.S. as “Tic-Tac-Toe” game) is a big square that is partitioned into $3 \times 3 = 9$ congruent small squares (Muntasiroh, 2017:16).

The characteristic of the Tic Tac Toe game played by two players, where one player represents naught (o), and another player represents cross (x). The player makes nine grids on the paper or the other place in which the player wants. This is a game in which two players alternately crosses and circles in one of the compartments of a square grid of nine

spaces; the object is to get a row of three crosses or three circles before the opponent does (Agustia & Amri (2013: 46).

2.3.2 Teaching Vocabulary by Tic Tac Toe Game

That tic- tac- toe is a simple children's game in which two players take turns drawing tokens (X's or O's) on a 3 x 3 grid. Winning involves a player placing three tokens in a row, column, or diagonal. It is a kind of board game with noughts and crosses that needs a Tic Tac Toe paper and Tic Tac Toe grid that consists of nine, sixteen even twenty boxes of frames (Crowley, 2003:531-561).

The Procedure of Tic Tac Toe Game, as cited from Chaim(2010: 32), the procedures of the Tic Tac Toe game are as follow:

1. One player as an X group and the other one as an O group.
2. X always goes first.
3. Players alternate placings and Os on the board until it has three in a row, horizontal, vertical, or all nine squares are filled.
4. The winner is the player that succeeds in drawing three Xs or three Os in a row by answering questions in various categories.

2.3.3 Strength and Weakness of Tic Tac Toe Game

1. Strength
 - a. Tic Tac Toe Game learners' interaction. Many games can be played in pairs or small groups, thereby providing a venue for students to develop their skills.

- b. Tic Tac Toe game can be an interesting method to improve students' vocabulary and their learning process
- c. Tic Tac Toe can stimulate and encourage students to participate in the activity since naturally, they want to beat the other team. Apart from having fun, students learn at the same time. They acquire a new language. The students begin to realize that they have to use the language if they want others to understand what they are saying (Schultz & Fisher, 1988: 32).

Teaching vocabulary is a crucial aspect of learning a language as languages are based on words. It means that the tic tac toe game is the best method to teach a fundamental aspect of learning language, especially about the words (Susanto, 2017:185).

2. Weakness

The game needs some time to prepare it on the board, and it could be a bit chaotic when you have got a large group of pupils (Musilova, 2010: 76). That this game takes a long time because the instruction is too much, and there are many students that should be controlled (Chalim, 2010: 54).

2.4 Previous Studies

There are several previous studies relate to this research. Those are three of them. The first thesis by Muhammad Abrar (2016), his title was "applying of Tic Tac Toe game to improving students' ability in Teaching Present Perfect tense". The objective of this research was to improve the

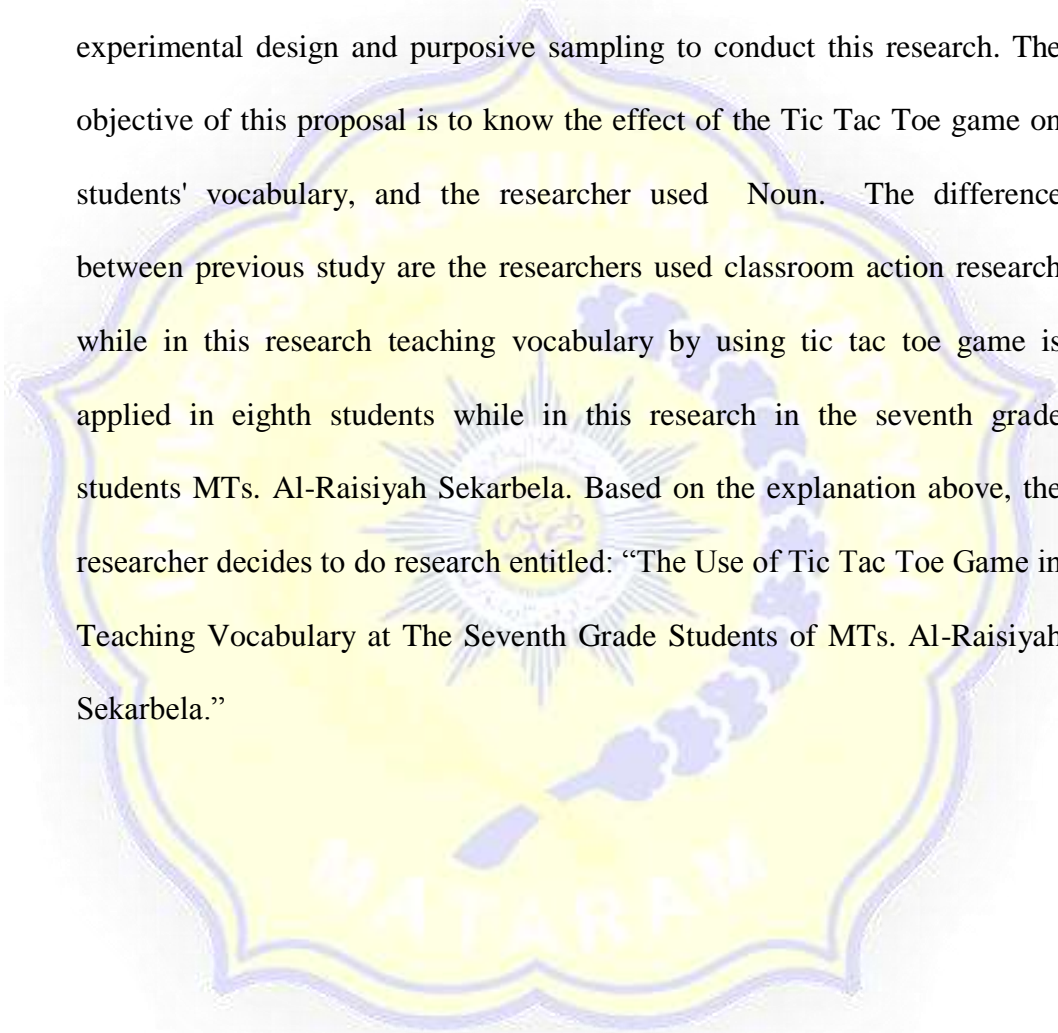
students' vocabulary by teaching Tic Tac Toe game to eight grade students of SMPN 1 Baitussalam Aceh Besar. The population of this research was the eighth-grade students of SMPN 1 Baitussalam Aceh Besa, and the sampling technique was purposive sampling. The sample was divided into two classes First VII-B as an experimental class, and VII-A as the control class. The researcher used tests and questionnaires to collect the data and analyzed the data by using statistical procedures. The researcher concludes that the mean score of the post-test of the experimental class was 72,25, and the mean score of the post-test of the control class was 62,25. It meant that the mean score of the experimental class was higher than the control class. Furthermore, it was proved by examining the hypothesis that the t-test was higher than the t-table ($4,21 > 1,69$). It meant that the Tic Tac Toe game affected to improve students' vocabulary at the eight-grade students of SMPN 1 Baitussalam Aceh Besar. The difference between of the previous studies are the researcher used tic tac toe game to improving students ability in teaching present perfect tense while in this researcher in teaching vocabulary and the setting take place is different, applied in eight grade students of SMPN while in this research in the seventh grade students of MTs. Al-Raisiyah Sekarbela.

The second is a thesis, Muntasiroh (2017), a student of the State Institute for Islamic Studies (IAIN). The title of this research was the study to improve students' speaking skills through that, the Tic Tac Toe game and cooperative learning. The objective of this research is to know the

improvement of Tic Tac Toe game and cooperative learning in teaching speaking skill at first-grade students of MA Nurul Islam Tenggara. The researcher's design of this study was classroom Action Research. The sample is X-2 students' of MA Nurul Islam Tenggara. The researcher conducted three cycles. Each cycle consisted of planning, acting, observing, and reflecting. The researcher concludes that the implementation of the study improved gradually from cycle 1, cycle 2, and cycle 3. Cycle 1 was 5,72, cycle 2 was 7,57, and the cycle was 8,11. This the Tic Tac Toe game and cooperative learning proved that it could improve the students' speaking skills. The difference between of the prvious studies are the researcher used speaking skill while in this research used tic tac toe game in teaching vocabulary. The researcher will use CAR while in this research used experimental design.

The last is a thesis from Dwi Chalim (2011). The title was using the Tic Tac Toe game to improve students' understanding of Simple Past Tense at the Eighth- grade Students of MTS Nahjatus Sholihin Kagan Rembang in the Academic Year 2010/2011. The objective of this research was to improve students' understanding of simple past tense. The researcher focused on simple past tense because most students cannot distinguish simple past and simple present in the sentence. The design of this research was Classroom Action Research, and the sample was the eighth-grade students. The number of students was 36 students. The researcher conducted three cycles and used documentation, test, and another hand, the researcher

used a descriptive quantitative to analyze the data. The result of the research showed that the score from cycle 1 was 7,58, cycle 2 was 7,88, and cycle 3 was 8,66. Finally, the result of the research proved that the student's understanding improved in each cycle after they were taught by using the Tic Tac Toe game. On the other hand, this proposal uses a quasi-experimental design and purposive sampling to conduct this research. The objective of this proposal is to know the effect of the Tic Tac Toe game on students' vocabulary, and the researcher used Noun. The difference between previous study are the researchers used classroom action research while in this research teaching vocabulary by using tic tac toe game is applied in eighth students while in this research in the seventh grade students MTs. Al-Raisyah Sekarbela. Based on the explanation above, the researcher decides to do research entitled: "The Use of Tic Tac Toe Game in Teaching Vocabulary at The Seventh Grade Students of MTs. Al-Raisyah Sekarbela."



CHAPTER III

RESEARCH METHOD

This chapter presented the universal issues correlated in this study, which consists of research design, population and sample, data collection procedure, and data analysis procedure. Those are as follow:

3.1 Research Design

In this study, the researcher used the quantitative method and choose experimental research to solve classroom problems through the application of the scientific method. Meanwhile, to identify the use of tic tac toe game to teaching students' vocabulary at the Seventh grade in MTs. Al-Raisiyah Sekarbela, in the Academic year 2019/2020. The researcher used a quasi-experimental design (pre-test-post-test control group design).

This study employed experimental research. In this research, the researcher chose the quasi-experimental design because the researcher could control all of the external variables that influenced the internal variable. So that, validity internal be high. In this research design, two groups were chosen randomly. Then they used pre-test to know the initial condition whether there used a difference between the experimented group and the control group. The formula of this design is seen as follows (Sugiyono, 2013: 223).

Table 4.1 Formula of Pretest-Posttest Control Group Design

R	O ₁	X	O ₂
R	O ₃		O ₄

Where:

R: Experimental and control class that is chosen randomly

O1 & O3: Pre-test of the experimental and control class

O2 & O4: Post-test of experimental and control class

X: Treatment

3.2 Population and Sample

3.2.1 Population

Arikunto states that the population is the whole of the research objects (2002:108). More especially Best and Khan say that population is any group of individuals that have one or more characteristic in common those is of interest to the researcher (2004:32). The researcher chosen the Seventh grade in MTs. Al-Raisiyah Sekarbela in the Academic year 2019/2020 as the population in this research. In this research, the researcher consists of 3 classes, and the total numbers of the population are 66 students.

Table 4.1: Population of the Research

No.	Class	Number of Students
1.	VII A	22
2.	VII B	22
3.	VII C	22
	Σ	66 Students

3.2.2 Sample

The sample is a part of the quantity and characteristics that have by the population (Sugiono, 2016: 118). A researcher could be take a sample of the population is large or limited funds, energy, and time. Therefore, the sample which is taken must be able to represent the population (Sugiono,2016:118).

The researcher used purposive sampling technique to take the sample. This sample was considered to represent at the Seventh-grade students of MTs. Al-Raisiyah Sekarbela in the Academic Year 2019/2020, which consisted of two classes that are VII A and VII B. The total number of students at the Seventh-grade students of MTs. Al-Raisiyah Sekarbela was 44 Students. The reason was because the two classes are still lacking in mastering English vocabulary so that researchers are interested in testing both classes which are sampled in research.

3.3 Research Instrument

The instrument is one of the most important things when doing research. The instrument is a tool used to collect the data (Arikunto, 2013). The researcher used a test as the instrument of this study. It was an objective test in the form of multiple choice test. There was 20 items of multiple choice test, the students select one of the best answer, the researcher given score (5) if the answer correct and (0) if it wrong because each question has the same level of difficulty. The researcher gave the tests for both experimental and control group named pre-test and post-test

3.4 Data collecting Technique

Technique of collecting data is the fundamental step of strategy in research, because the main aim of research is to get the data. Without knowing the technique of data collection, then the researcher will not get the data to fulfill the based requirement of research Sugiyono (2014:224). There are some steps that researcher uses in collecting data.

1. Pre-test

The researcher gave same pre-test to both groups for checking their ability before treatments. After the groups have been given treatment, the researcher gave the post-test to measure their ability after giving some treatments. The test was in multiple-choice form with four option (a,b,c,d) and the total number of items was 20. The time allocation was 45 minutes. The students select one of the best answer, the researcher gave value (5) if the answer correct and (0) if it wrong.

2. Treatment

The treatment refers to treat the sample with the Tic Tac Toe game. In this step, the researcher gave the different treatment to both groups. The researcher used English vocabulary using the Tic Tac Toe game to the students in the experimental group, while to the control group, applied the English vocabulary mastery using conventional learning.

3. Post-test

This test was given after the treatment. In this step, the researcher treated both groups with the same test. Both groups were given a Vocabulary test with form a multiple-choice test, which consists of 20 items of question. This test aims to know the use of tic tac toe game has effective in students' teaching vocabulary. This test is needed in the computation of the *t-test*.

3.5 Data Analysis Procedure

To analyze the data, the researcher used SPSS 17.00, the data collecting from pre-test and post-test. To analyze the data, the researcher used some items in SPSS program, they are:

3.5.1 Descriptive Data

Descriptive statistical data is useful for explaining and describing research data, including the amount of data, maximum score, minimum score, average score, and others.

3.5.2 Normality Test

- a. A normality test is done to find out whether the research data is usually distributed or not.
- b. Standard data is an absolute requirement before we do parametric statistical analysis.
- c. In parametric statistics, there are two types of normality tests that are often used, namely the Kolmogorov-Smirnov test and Shapiro-Wilk test.

If significance (Sig) score is more $>$ (high) than 0.05, then the data is usually distributed, while if significance (Sig) score is more $<$ than 0,05, then the data is not normally distributed.

3.5.3 Paired Test

- a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs
- b. Requirements in the paired sample t-test are standard distribution data
- c. For comparable variant data, it is not a requirement in the paired sample t-test.
- d. The paired sample t-test in this research is used to answer the problem statement.
- e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with the post-test experimental class, then the pre-test control class data with the control class post-test data.

3.5.4 Wilcoxon Test

- a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs
- b. The research data used in the Wilcoxon test is ideally ordinal or interval data
- c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is not needed for research data that are typically distributed

- d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

3.5.5 Homogeneity Test

- a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous
- b. Homogeneous data is one of the requirements in the independent sample t-test.
- c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not. If significance (Sig) score based on mean $> 0,05$, then the data variant is Homogen, while if significance (Sig) score based on mean $< 0,05$, then the data variant is NOT Homogen.

3.5.6 Independent Test

- a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.
- b. The basic requirements in the independent sample t-test are data that is typically distributed and homogeneous.
- c. The independent sample t-test in this research is used to answer the problem formulation.
- d. To answer formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

3.5.7 Mann Whitney Test

- a. Mann Whitney test aims to determine whether there is the differences in the average of two unpaired samples
- b. The number of samples used does not have to be the same
- c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous
- d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.

