# THE EFFECTIVENESS OF TIC TAC TOE GAME STRATEGY TO ENHANCE STUDENTS' VOCABULARY MASTERY OF EIGHTH GRADE STUDENTS OF MTS MA'ARIF AL-ISHLAH BUNGKAL PONOROGO

## THESIS



**By**

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# ABSTRACT

**Hasanah, Ni'matul**. 2021. *The Effectiveness of Tic Tac Toe Game Strategy to Enhance Students' Vocabulary Mastery of Eighth Grade Students of MTs Ma'arif Al-Ishlah Bungkal Ponorogo*. Thesis, English Education Department, Tarbiyah and Teachers Training Faculty, States Institute of Islamic Studies Ponorogo. Advisor Winantu Kurnianingtyas S.A., S.S., M.Hum.

**Keywords**: *Tic Tac Toe Game Strategy and Vocabulary Mastery*

Vocabulary is important because every student in learning English need vocabulary to communicate with others. But, the school that the researcher was done the research, the problem was faced by students in English learning class is lack of vocabularies and they did not pay attention to the teacher's explanation. By seeing problems, the teacher should apply the strategy for teaching vocabulary. There are many kinds of learning strategy to teach vocabulary. One of them is tic tac toe game strategy. This strategy is used to help teacher to make students more interest in learning English especially in vocabulary mastery. The aim of this research is to measure the difference score between students who were taught by using tic tac toe game strategy and who were not taught by using tic tac toe game strategy of the eighth grade students at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

In this research, the researcher used quasi-experimental research design. The researcher conducted a research at MTs Ma'arif Al-Ishlah Bungkal Ponorogo of the eighth grade. The researcher took two classes with random sampling. These classes were 8A as experimental class and 8B as control class. Both of classes consist of 21 students. The data collection technique was documentation, test, and questionnaire. The data was analyzed by using SPSS 23 version.

The result of the research showed that t-test was 5.830 and value of table of db = 40 was 2.021. It meant that the value of t-test was higher than t-table (5.830 > 2.021). So, the Ha was accepted and It can be concluded that there was significant difference score between students who were taught by tic tac toe game strategy than students who were not taught by tic tac toe game strategy.

Based on the explanation above, the researcher concluded that tic tac toe game strategy is effective for teaching vocabulary mastery of the eighth grade students at MTs Ma'arif Al-Ishlah Bungkal Ponorogo. Tic tac toe game is recommended to use in teaching and learning vocabulary mastery. Tic tac toe game is expected to be useful for the english teaching particulary to help teacher or researcher to find out the alternative way of teaching English as foreign language especially using tic tac toe game strategy to enhance students' vocabulary mastery.

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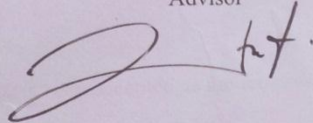
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Advisor

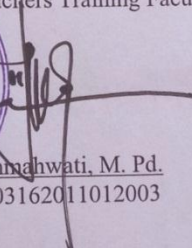Winantu Kurnianingtyas S.A, S.S., M.Hum.
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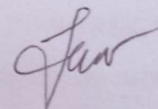
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# CHAPTER I

# INTRODUCTION

This chapter contains the background of the study, limitation of the study, statement of the problems, objective of the study, significances of the study and organization of the thesis.

## A. Background of the Study

In teaching language, there includes the four skills, namely listening, speaking, reading, and writing. Those skills will be difficult to achieve if vocabulary can not be mastered because vocabulary is supporting elements to the mastery of the four skills learning language.[1] Vocabulary is basic important component in language teaching. All activity need vocabulary because people or even english language learners can speak and have conversation using some vocabulary. Without vocabularies language would not exist and people can not communicate without language. Having a lot of vocabulary is a must. Students must have many vocabularies to help them in English language learning.[2]

Mastering English means that people have to master in vocabulary. Mastering vocabulary can become a key to learn English better. Vocabulary achievement of students could also be seen from the number of vocabularies that they mastered. According to Anderson & Nagy, the junior high school students should acquire approximately 2.000-3000 words per year, or about 6 to 8 new words per day.[3]

Based on the pre-research, the researcher identified that students at MTs Ma'arif Al-Ishlah were hard in mastering English because of some factors for

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[1] Rini Susanti and Zainuddin, Improving the Students' Vocabulary Achievement by Applying Tic-Tac-Toe Game, *Journal of English Language Teaching of FBS UNIMED*, Vol. 2 No. 3, (2013), 1. (https://jurnal.unimed.ac.id/ 2012/index.php/eltu/article/view/668)

[2] A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 2000), 1331.

[3] Rini Susanti and Zainuddin, Improving the Students' Vocabulary Achievement by Applying Tic-Tac-Toe Game, *Journal of English Language Teaching of FBS UNIMED*, Vol. 2 No. 3, (2013), 2. (https://jurnal.unimed.ac.id/ 2012/index.php/eltu/article/view/668)

instances, inappropiate teaching strategy, uninteresting teaching media and less of motivation. The common problem faced by students in english learning class is lack of vocabularies. The others fact that the teachers kept teaching and learning as a monotonous process. The teachers only write the vocabulary in the whiteboard and write the meaning then they read together. Therefore, it makes students did not pay attention to the teacher's explanation.[4]

By seeing problems, teaching or learning strategy is needed in teaching vocabulary. The teacher should use an appropriate strategy in teaching learning process. By an appropriate strategy students will be interested in learning the material especially in their vocabulary. It is important for the teachers to find an appropriate strategies in teaching learning process and interesting technique for students to make fun on learning process. Teachers are encouraged to choose appropriate teaching techniques and learning strategies for students. Learning strategies are steps taken by learners to enhance their learning.[5]

There are many kind of learning strategy to teach vocabulary. One of them is tic tac toe game strategy. Tic tac toe game strategy is one of creative technique to attract the students' interest in learning activity.[6] Tic tac toe game strategy uses the familiar three-by-three grid of a tic-tac-toe board. Students choose three activities to create three in a row, just like playing a game. Teaching through the application of games such as tic tac toe game strategy makes the teaching/learning process enjoyable, alive, visible, attractive, and motivating.[7] So, in addition, it allows teachers to explain the subject and the materials. Teaching using tic tac toe game strategy, also can attract the

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[4] Interview at MTs Al-Ishlah Bungkal on, 19th September 2019.

[5] Hong Shi, Learning Strategies and Classification in Education, *Journal of Institute for Learning Styles*, Vol. 1, No. 1, (2017), 24. (https://www.google.com/url?sa=t&source=web&rct= j&url=https://www.auburn.edu/academic/education/ilsrj/Journal%2520Volumes/Fall%25202017% 2520Vol%25201%2520PDFs/Learning%2520Strategies%2520Hong%2520Shi.pdf&ved=2ahUKE wizLjo1K_uAhXMZCsKHSShAOUQFjAAegQIARAB&usg=AOvVaw0eGBKHkc8kaPiq6gvCp AGR)

[6] Rini Susanti and Zainuddin, Improving the Students' Vocabulary Achievement by Applying Tic-Tac-Toe Game, *Journal of English Language Teaching of FBS UNIMED*, Vol. 2 No. 3, (2013), 2. (https://jurnal.unimed.ac.id/ 2012/index.php/eltu/article/view/668)

[7] Enelene T. Perez and Arlene C. Dolotallas, Think -Tac-Toe Game Strategy: Its Effect on the Students' Performance in Chemistry, *Journal of Education & Social Policy*, Vol. 3, No. 6 (December: 2016), 62. (http://jespnet.com/journal/index/2338)

attention of the students and can prevent students bored among the material giving in the classroom. Based on teacher intreview, the teacher did not implemented the various strategy in the teaching vocabulary. So, the researcher offers Tic tac toe game strategy to enhance students' vocabulary mastery and it will makes the students be more enjoy in the teaching learning process.

According to Agnesia, using tic tac toe game strategy would be allowed more than one-way communication, the teachers not only give verbal stimulus but also gave a stimulate students to shows their main-set their own.[8] A reseach that was conducted by Rini Susanti and Zainuddin shows that the application of tic tac toe game could improve students' vocabulary achievement. It was proven by the increasing of the mean score of the students' vocabulary scores in each test where mean score of the first test was 56.94, the second test (test I) was 69.30 and the third test (test II) was 80.14. Moreover, the application of tic tac toe game also could effectively improve the students' motivation and improved the students' interest in learning English.[9] Based on previous study above, tic tac toe game is useful strategy, So the researcher wants to implement a new way to improve vocabulary mastery by using tic tac toe game strategy. The aim is expected to increase students' vocabulary mastery in learning English especially at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

## B. Limitation of the Study

The limitation of the research that is related to enhancing students' vocabulary mastery in verb and try to make students more interest in learning english by using tic tac toe game strategy. This is strategy to teach English vocabulary on reading skill especially regular and irregular verb.

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[8] Agnesia Ultha Irianti Karraske, et.al, The Effectiveness of Using Tic Tac Toe Games in Students Understanding on Simple Present Tense at the First Grade of SMPN 1 Kabupaten Sorong, *Jurnal Interaction*, Vol. 5, No. 2 (October: 2018), 82. (https://www.google.com/url ?sa=t&source=web&rct=j&url=https://unimuda.e-journal.id/jurnalinteraction/article/view/184&ve d=2ahUKEwjFtuXN1a_uAhWDTX0KHTrgDMMQFjAAegQIAxAC&usg=AOvVaw2mmZhSt_J 8G2Wq0P6KQYVO)

[9] Rini Susanti and Zainuddin, Improving the Students' Vocabulary Achievement by Applying Tic-Tac-Toe Game, *Journal of English Language Teaching of FBS UNIMED*, Vol. 2 No. 3, (2013), 9. (https://jurnal.unimed.ac.id/ 2012/index.php/eltu/article/view/668)

## C. Statement of the Problems

Is there any significant differences in vocabulary mastery of students who are taught by using tic tac toe game strategy and who are not taught by using tic tac toe game strategy at the eighth grade of MTs Ma'arif Al-Ishlah Bungkal Ponorogo?

## D. Objective of the Study

Based on the problem above, the objective of this research was to find out the effectiveness of students' vocabulary mastery are taught and who are not taught by using tic tac toe game strategy at the eighth grade of MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

## E. Significances of the Study

This research would be useful both practically and theoretically and it explains clearly below

1. Theoretically

   The result of this research will give additional contribution in case education and it may support or verify the previous research or theory through tic tac toe game strategy. It is also expected to be beneficial for teacher's information and reference for the readers.

2. Practically

   a. For teachers, the result of the research is expected to be useful for the english teaching particulary to help teacher or researcher to find out the alternative way of teaching English as foreign language especially using tic tac toe game strategy to enhance students' vocabulary mastery.

   b. For students, researcher hopes that it will be enhance their vocabulary mastery. And it will make them to become more active and more interest in English learning process.

## F. Organization of the Thesis

The researcher wrote this thesis systematically to easy readers to understand it. This thesis consists of five chapter. Every chapter are related one to another. The organizations of the thesis are:

Chapter one is introduction of this study which consists of background of the study, scope and limitation of the study, research question, research objective, significances of the study, and organization of the thesis.

Chapter two is literature review, previous related study, conceptual framework, and hypothesis. The literature review presents some materials related to vocabulary and vocabulary mastery, types of vocabulary, teaching vocabulary, strategy in teaching vocabulary, vocabulary assessing rubric, definition, procedure, advantages and disadvantages of tic tac toe game strategy. In previous related study, researcher concludes the results of previous related study that have similar cases with this research. In conceptual framework present a concept of this research and also the hypothesis of this research.

Chapter three is research methodology. In this this chapter, researcher explains the research design, population and sample, instrument data collection, technique data collection, and technique of data analysis.

Chapter four is result of this study. In this chapter presents general description of research location, data analysis and discussion about the effectiveness of tic tac toe game strategy to enhance students' vocabulary mastery at the eighth grade of MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

Chapter five is closing which presents the result and the conclusion of the research and recommendation.

**CHAPTER II**

**LITERATURE REVIEW, PREVIOUS RELATED STUDY, CONCEPTUAL
FRAMEWORK, AND HYPOTHESIS**

This chapter contains literature review, previous related study, conceptual framework, and hypothesis.

**A. Literature Review**

1. Vocabulary

In this part contains definition of vocabulary, vocabulary mastery, and types of vocabulary.

a. Definition of vocabulary

According to Richards, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[1] Vocabulary is the total number of words that make up language. Vocabulary is list of word with their meaning. According to Hasan, Vocabulary was necessary to give student something to suspend on learning structures, but was frequently not a main focus for learning itself.[2] According to Nunan, Vocabulary supposed as a primarily important element on language development.[3] Awad states that vocabulary as group of words or phrases that form a

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[1] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics 4th Edition*, (London: Pearson Education Limited, 2010), 255.

[2] Hasan, Improving Students English Vocabulary by Using Tic Tact Toe Game at the second Year of SMP Negeri 7 SATAP Maiwa Kabupaten Enrekang, *Edumaspul-Jurnal Pendidikan*, Vol.2 No.2, (Oktober: 2018), 77-86. (https://www.google.com/url?sa=t&source=web&rct=j&url=https://ummaspul.e-journal.id/maspuljr/article/view/12&ved=2ahUKEwjEjr7506uAhVZKysKHdehCBMQFjAAegQIARAB&usg=AOvVaw0A5By-uJnjQlo7xCYVDezk)

[3] M. Luthfi Imama, Designing Stop Motion Video Using Learning Style Approach to Teach Vocabulary at 4th Grade SD Muhammadiyah Purwodiningratan II in the Academic Year 2015/2016, *The 4th UAD TEFL International Conference*, (UAD Yogyakarta: 2017), 341. (https://www.google.com/url?sa=t&source=web&rct=j&url=http://seminar.uad.ac.id/index.php/utic/article/download/185/154&ved=2ahUKEwjw2eyU1a_uAhXOcn0KHZrBAbEQFjAAegQIAxAC&usg=AOvVaw2oqBorxIOSbLWhnJ3WA-c6)

language.[4] Hanson and Padua state that vocabulary refers to words use to communicate in oral and print language.[5]

Lehr, Osborn, and Hiebert define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms.[6] According to Husnifa, vocabulary is the most fundamental thing that should be controlled by a person in learning English as a foreign language for all students and the people in Indonesia.[7] Vocabulary is one of the important aspects in mastering English because the ability of the students to read and to comprehend the subject is relatively determined by their vocabulary.[8]

From the theories above, it can be concluded that vocabulary is basic element in English language learning. Vocabulary is knowledge of word meaning. So, learning vocabulary is important in learning English.

b. Vocabulary mastery

Mastering vocabulary is useful to support achievement of four skills. Without vocabulary we can not listen, read, write and speaking well.[9] According to Susanto, vocabulary mastery is needed to express our

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[4] Rasha Rasheed Awad, The Effect of Using Animation in Teaching English Vocabulary for 3rd Graders in Gaza Governmental Schools, Thesis, (2013), 19. (http://www.alazhar.edu. ps/library/aattachedFile.asp?id_ no=0046448)

[5] S. Hanson and J. F. M. Padua, *Teaching Vocabulary Explicitly*, (United State: Pacific Resources For Education and Learning, 2011), 23.

[6] Fran Lehr, et.al, *A Focus on Vocabulary*. (United State: Pacific Resoures for Education and Learning, 2005). 2-3.

[7] Rina Husnifa, The Use of Animation Pictures to Improve Students' Vocabulary of Seventh Grade at MTs TPI Sawit Seberang, Department of English Education Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera, Thesis, (Medan: 2017), 2. (https://www.google.com/url?sa=t&source=web&rct=j&url=http://repository .uinsu.ac.id/3185/1/SKRIPSI%2520PDF.pdf&ved=2ahUKEwitiNyb2a_uAhVHU30KHU0pAbYQ FjAAegQIAxAC&usg=AOvVaw2-xujB-pjFydN7JKGHdsa8)

[8] Hasan, Improving Students English Vocabulary by Using Tic Tact Toe Game at the second Year of SMP Negeri 7 SATAP Maiwa Kabupaten Enrekang, *Edumaspul-Jurnal Pendidikan*, Vol.2 No.2, (Oktober: 2018), 80. (https://www.google.com/url?sa=t& source=web&rct=j&url=https://ummaspul.e-journal.id/maspuljr/article/view/12&ved=2ahUKEwj Ejr7506uAhVZKysKHdehCBMQFjAAegQIARAB&usg=AOvVaw0A5By-uJnjQlo7xCYVDezk)

[9] Fitriani Dewi Ratna, The Effectiveness of Using Stop Motion Animation Students' Vocabulary Mastery of Seventh Grade at MTsN 5 Tulungagung, Thesis, (2019), 28. (http://repo.iain-tulungagung.ac.id/11630/&ved=2ahUKEwiZ-eD_2K_uAhUZXisKHYjZBpkQFj AAegQIAxAC& usg=AOvVaw0Z7jNfUpQdN4a Rc0Vcz_vm)

ideas and to be able to undesrtand other peoples saying.[10] Luthfi and Rahmi states that vocabulary mastery means total amount of world which we can mastered and use it in the communication context.[11] Vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication.[12]

The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language.[13] This is importance of mastery vocabulary. When they mastery vocabulary, it will be easy for them to master four skill of language that is reading, speaking, listening and writing.[14]

From the theories above, it can be concluded that the students should master the word to use the English language approximately. If the students master in vocabulary, they will have good in communication or understand the context.

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[10] Alpino Susanto, The Teaching of Vocabulary: A Perspective, *Jurnal KATA*, Vol. 1, Issue. 2, (2017), 185. (https://www.researchgate.net/publication/320571421_THE_TEACHING_OF_ VOCABULARY_A_PERSPECTIVE)

[11] M. Luthfi Imama, Designing Stop Motion Video Using Learning Style Approach to Teach Vocabulary at 4th Grade SD Muhammadiyah Purwodiningratan II in the Academic Year 2015/2016, *The 4th UAD TEFL International Conference*, (UAD Yogyakarta: 2017), 341. (https://www.google.com/url?sa=t&source=web&rct=j&url=http://seminar.uad.ac.id/index.php/uti c/article/download/185/154&ved=2ahUKEwjw2eyU1a_uAhXOcn0KHZrBAbEQFjAAegQIAxA C&usg=AOvVaw2oqBorxIOSbLWhnJ3WA-c6)

[12] Nunik Rahmawati, Difficulties in English Vocabulary Learning Experienced by the Eighth Grade Students of SMP Negeri I Borobudur in the Academic Year of 2011/2012, Thesis, (2012), 14. (https://www.google.com/url?sa=t&source=web&rct=j&url=http://eprints.uny.ac.id/ 8378/1/1-05202244164.pdf&ved=2ahUKEwiMqIfB2a_uAhWrgUsFHefDC9YQFjABegQIAxAI &usg=AOvVaw0VHHzPG11b2_sFxok35IsT)

[13] Ibid., 9.

[14] Hasan, Improving Students English Vocabulary by Using Tic Tact Toe Game at the second Year of SMP Negeri 7 SATAP Maiwa Kabupaten Enrekang, *Edumaspul-Jurnal Pendidikan*, Vol.2 No.2, (Oktober: 2018), 78. (https://www.google.com/url?sa=t&source=we b&rct=j&url=https://ummaspul.e-journal.id/maspuljr/article/view/12&ved=2ahUKEwjEjr7506u AhVZKysKHdehCBMQFjAAegQIARAB&usg=AOvVaw0A5By-uJnjQlo7xCYVDezk)

c. Types of vocabulary

According to Nunik, Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people use in writing essays, reports, letter, etc.[15] According to Johnson, here are different types of vocabulary. Those are listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary.[16]

1) Listening Vocabulary

Listening vocabulary is all the words that can be recognized when listening to speech. It is the words we hear and understand, commonly referred to as words people know. This is the largest of our vocabulary.[17]

2) Speaking Vocabulary

Speaking vocabulary is all the words which can used in speech. It is the words we use in conversation.[18]

3) Reading Vocabulary

Reading vocabulary is all the words that can be recognized when reading a text. This is generally the largest type of vocabulary because the reader tends to be exposed more words by reading than by listening to someone speech.[19]

4) Writing Vocabulary

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[15] Nunik Rahmawati, Difficulties in English Vocabulary Learning Experienced by the Eighth Grade Students of SMP Negeri I Borobudur in the Academic Year of 2011/2012, Thesis, (2012), 21-22. (https://www.google.com/url?sa=t&source=web&rct=j&url=http://eprints.uny.ac.id/8378/1/1-05202244164.pdf&ved=2ahUKEwiMqIfB2a_uAhWrgUsFHefDC9YQFjABegQIAxAI&usg= AOvVaw0VHHzPG11b2_sFxok35IsT)

[16] Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (United State of America: Rowman & Littlefield Education, 2008) 93.

[17] Ibid,.

[18] Ibid,.

[19] Ibid,.

Writing vocabulary is all the words that can employed in writing. Many written words do not commonly appear in speech, the writers generally use a limited set of words when communicating.[20] In writing vocabulary, according to Marcella Frank, they are parts of speech:[21]

a) Noun

The noun is one of the most important parts of speech. Its agreement with the verb helps to form the sentence core which essential to every complete sentence. In addition, it may function as the chief or "head" word in many structures of modification.[22]

Example: <u>The dog</u> eat meat

Types of noun:

1) Proper noun

A proper noun begins with a capital letter in writing. It includes personal name (eg: David, Mrs. Clara), names of geographic units such as countries, cities, rivers, etc. (eg: Paris, Mount Everest, Singapore), names of nationalities and religions (eg: Christianity, Dutchman), names of holidays (eg: Valentine Day, Thanks-giving Day), names of time units (eg: Monday, July), words used for personification or a thing or abstraction treated as a person (eg: Liberty, Nature).[23]

Example: <u>Jakarta</u> is the capital city of Indonesia.

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[20] Ibid,.

[21] Marcella Frank, *Modern English: A Practical Reference Guide*, (United State of America: Prentice-Hall, Inc, 1972), 6.

[22] Ibid,.

[23] Ibid,.

2) Common noun

Common noun is a noun that is pointing to the group or type of objects (eg: pen, book, car), place (eg: country, city, mount, beach), class (eg: school, score), general material object that does not refer to the name of something (eg: rice, coffee, candy) so, it is not written with th capital letter unless when used to start a sentence.[24]

Example: This city has a beautiful scenery.

3) Concrete noun

A concrete noun is a word for a physical object that can be perceived by the sense we can see, touch, smell the object. For example: flower and girl.

4) Abstract noun

An abstract noun is a word for a concept. It is a an idea that exists in our mind only. For example: beauty, justice, and mankind.

5) Countable noun and noncountable noun

A countable noun can usually be made plural by the addition of –s or –s (one girl, two girls). A noncountable noun is not used in the plural (eg: water, meat, oil, etc).

6) Collective noun

Collective noun is a word for a group of people, animals or objects considered as a single unit. For example: committee, crew, audience, faculty, family, etc.[25]

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[24] Anik M. Indriastuti, *Buku Pintar Tenses*, (Jakarta: Wahyu Media, 2009), 6.

[25] Marcella Frank, *Modern English: A Practical Reference Guide*, (United State of America: Prentice-Hall, Inc, 1972), 6-7.

b) Pronoun

The literal meaning of pronouns is a word standing for a noun. The traditional definition of pronoun as a word that takes the place of a noun is applicable to some types of pronouns but to others.[26]

Example: Dito is my friend in my class. <u>He</u> is a handsome boy.

According to Marcella Frank they are types of pronoun:

1) Personal pronoun refer to:
   a. The first speaker called the first person.

      Singular → I

      Plural → we
   b. The person spoken to, called the second person→You (singular and plural).
   c. The person or thing being spoken of, called the third person.

      Singular → She (for females), he (for males), it (for things, also for live whose sex is unknown or unimportant to the speaker).

      Plural → They (for all live beings and for all things).[27]

2) Reflexive pronoun

   Reflexive pronoun is a combination of –self with one of the personal pronoun or with the impersonal pronoun one.[28] Such as: myself, yourself, ourselves, themselves, himself, herself, itself.

3) Demonstrative pronoun

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[26]Ibid., 20.

[27] Ibid, 21.

[28] Ibid, 22.

Demonstrative pronouns point out someone or something.[29] Such as: this, these, that, those, one, ones, another, other, the others, some, any, all.

4) Interrogative pronoun

They are three interrogative pronoun: who (for persons), what (for things) and which (for a choice involving either persons or things).[30]

5) Relative pronoun

Relative pronoun refer to noun antecedents which immediately precede them. They introduce adjective clause in which they serve as subjects or objects.[31] Such as: who (for persons), which (for things), that (for persons or things). For example: the man <u>who</u> answered the phone was rude.

c) Adjective

The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational ending or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.[32]

Example: Fina is <u>clever</u>.

d) Adverb

Adverbs range is meaning from words having a strong lexical content (those that describe the action of the verb, or those that indicate such meanings as time and place) to those that are used merely for emphasis. Some adverbs merge with

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[29] Ibid, 21.
[30] Ibid, 21.
[31] Ibid,.
[32] Ibid, 109.

nouns or prepositions because of their form; some merge with interjections because of their ability to express emotion and to serve as sentence modifiers; some merge with conjunctions because of their ability to perform a connecting function.[33]

Example: I saw him <u>yesterday</u> → adverb of time

According to Marcella Frank, there are types of adverb classified by meaning:

1) Adverb of manner

The manner adverb has the most characteristic adverbial form (an –ly ending added to a descriptive adjective).[34] Such as: quickly, awkwardly, lonely, etc.

2) Adverb of place and direction

Among the adverb of place and direction may be included some preprositional forms appearing after the verb. Such as: here, away, outside, inside, etc.[35]

3) Adverb of time

These adverb have a fixed boundary in time such as: yesterday, tommorow, today. In addition, a group of words may function as a single time expression such as: last week, a month ago, the day before yesterday.[36]

e) Preposition

The preposition is classified as a part of speech in traditional grammar. However prepositions as well as

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[33] Ibid, 141.
[34] Ibid,.
[35] Ibid,142.
[36] Ibid,.

conjunctions differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristic endings; (2) each signals syntactic structures that function as one of the other parts of speech. A prepositional phrase may function as an adverb, adjective or noun. Since the preposition is an intregal part of the prepositional phrase, both prepositions and prepositional phrases will be taken up together.[37]

Example: I go to school at seven oclock.

f) Conjunction

Most conjunctions are historically derived from other parts of speech particularly from prepositions. Like prepositions, the conjunctions members of a small class that have no characteristic form they function chiefly as non movable structure words that join such units as parts of speech, phrases, or clauses.[38]

Example : Salma wants to eat noodle or fried chicken.

g) Verb

The verb is the most complex part of speech. Its varying arrangements with nouns determine the different kinds of sentences-statements, questions, commands, exclamations.[39] Verb is the words that describe the action or state of being of the subject of a sentence or clause.[40] In its relation to the object, according to Marcella Frank, the verb is differentiated into three types, as follow:

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[37] Ibid,163.
[38] Ibid, 206.
[39] Ibid, 46.
[40] Eugene Ehrlich and Daniel Murphy, *Schaum's Outline of English Grammar Second Edition*, (United State of America: McGraw-Hill Companies, Inc, 1991), 34.

1) Transitive verb is takes a direct object. Only transitive verbs may be used in the passive voice.[41]

Example: Sana <u>bought</u> a new book

2) Intransitive verb is verb that does not require an object. All linking verbs are intransitive.[42]

Example: Dinda <u>is sleeping</u> now.

3) Linking verb is verb followed by adjective.[43] Linking verb is a the chief word in the predicate that says something about subject. Linking verb is a verb of incomplete predication, it merely announces that the real predicate follows.[44]

Example: She <u>look happy</u>

According to Betty, In English language, there are two types of verb that is regular and irregular verb.[45]

1) Regular: simple past and past participle added -d or -ed.

| Simple form | Simple past | Past participle |
|-------------|-------------|-----------------|
| Stop | Stopped | Stopped |
| Study | Studied | Studied |
| Listen | Listened | Listened |

2) Irregular: simple past and past participle did not added -d or -ed.[46]

| Simple form | Simple past | Past participle |
|-------------|-------------|-----------------|
| Come | Came | Come |

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[41] Marcella Frank, *Modern English: A Practical Reference Guide*, (United State of America: Prentice-Hall, Inc, 1972), 49.

[42] Ibid, 49.

[43] Ibid,.

[44] Ibid, 48.

[45] Betty Schrampher Azar, *Understanding and Using English Grammar 2nd Edition*, (New Jersey: Prentice Hall Regents, 1989), 17.

[46] Ibid,.

| Find | Found | Found |
|------|-------|-------|
| Hit  | Hit   | Hit   |

2. Teaching vocabulary

According to Alqahtani, teaching vocabulary is one of the most discussed parts of teaching English as a foreign language.[47] Teaching vocabulary is an activity to acquire new words to improve the language. Teacher should consider how to present vocabulary in the class. The teacher should know what vocabulary must be presented and how much vocabulary to present.[48] According to Thornbury, this will depend on the following factors:

a) The level of the learners. The teacher should know the level of students whether they are beginner, intermediate and advanced.[49]

b) The learners likely familiarity with the words. The learners may have met the words before even thought they are not part of their active vocabulary.[50]

c) The difficulty of the items. The teacher should know whether the words is difficult to pronounce or difficult to find the concrete meaning for students. [51]

d) The teachability. The teacher should know whether the words are easy to explained or demonstrated.[52]

e) Items are being learned for production (in speaking and writing) or for recognition (in reading and listening).[53]

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[47] Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How to be Taught, *International Journal of Teaching and Education*, Vol.3 No.3, (2015), 24. (https://www.semanticscholar.org/paper/The-importance-of-vocabulary-in-language-learning-Al qahtani/43925b63bf73a1df2bf5c4e 54b48a15a26f8fd8a)

[48] Fitriani Dewi Ratna, The Effectiveness of Using Stop Motion Animation Students' Vocabulary Mastery of Seventh Grade at MTsN 5 Tulungagung, Thesis, (2019), 31. (http://repo.iain-tulungagung.ac.id/11630/&ved=2ahUKEwiZ-eD_2K_uAhUZXisKHYjZBpkQF jAAegQIAxAC& usg=AOvVaw0Z7jNfUpQdN4a Rc0Vcz_vm)

[49] Scott Thornbury, *How to Teach Vocabulary*, (United Kingdom: Pearson Education Limited, 2002), 75.

[50] Ibid,.

[51] Ibid,.

[52] Ibid,.

From the theories above, it means that the teacher should give a limitation in a vocabulary exercises for their students in order to make sure that the students get all of the vocabulary that are presented.

3. Strategy in Learning Vocabulary

Learning strategies are steps taken by learners to enhance their learning. Teachers are encouraged to choose appropriate learning strategies for students.[54] Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. In learning vocabulary needs a process.[55] To make an effective process the students should be more active and in the effective condition. The teacher should search the good way to make the students be active in learning English. One of the good ways is using game method. Using game can make some atmosphere to push the student hopes in learning language.[56]

From the theories above, it means that learning strategy is useful for students and the teacher should use an appropriate strategy to enhance students vocabulary one of them is use the game.

4. Vocabulary Assessing Rubric

[53] Ibid,.

[54] Hong Shi, Learning Strategies and Classification in Education, *Journal of Institute for Learning Styles*, Vol. 1, No. 1, (2017), 24. (https://www.google.com/url?sa=t&source=web&rct=j &url=https://www.auburn.edu/academic/education/ilsrj/Journal%2520Volumes/Fall%25202017% 2520Vol%25201%2520PDFs/Learning%2520Strategies%2520Hong%2520Shi.pdf&ved=2ahUKE wizLjo1K_uAhXMZCsKHSShAOUQFjAAegQIARAB&usg=AOvVaw0eGBKHkc8kaPiq6gvCp AGR)

[55] Nunik Rahmawati, Difficulties in English Vocabulary Learning Experienced by the Eighth Grade Students of SMP Negeri I Borobudur in the Academic Year of 2011/2012, The sis, (2012), 24. (https://www.google.com/url?sa=t&source=web&rct=j&url=http://eprints.uny.ac.id/ 8378/1/1-05202244164.pdf&ved=2ahUKEwiMqIfB2a_uAhWrgUsFHefDC9YQFjABegQIAxA I&usg=AO vVaw0VHHzPG11b2_sFxok35IsT)

[56] Agnesia Ultha Irianti Karraske, et.al, The Effectiveness of Using Tic Tac Toe Games in Students Understanding on Simple Present Tense at the First Grade of SMPN 1 Kabupaten Sorong, *Jurnal Interaction*, Vol. 5, No. 2 (October: 2018), 84. (https://www.google.com/url ?sa=t&source=web&rct=j&url=https://unimuda.e-journal.id/jurnalinteraction/article/view/184&ve d=2ahUKEwjFtuXN1a_uAhWDTX0KHTrgDMMQFjAAegQIAxAC&usg=AOvVaw2mmZhSt_J 8G2Wq0P6KQYVO)

According to Brown, in educational sense, it refers to different categories such as criteria for assessment, evaluation of learning, gradients of learning of a set of instructions etc. A good activity never guarantees the accurate determination of a student's competency at a given task. At this point, rubrics stand for this main requirement. Since, it specifies the skill being examined and what constitutes various levels of performance success. In order to construct a good rubric focus on "what to measure exactly, how to measure performance and decision on what a passing level of performance competency is plays the key role.[57]

From theory above, it means that assessment is important because to know the students' achievement in learning english vocabulary. Besides that, vocabulary assessing rubric differentiate levels of performance success.

**Table 2.1**

Vocabulary assessing rubric.[58]

| Levels of ability or mastery | Description |
| --- | --- |
| 0 zero | No evidence of knowledge of register<br>Range: zero<br>Accuracy: no relevant |
| 1 limited | Limited of knowledge of register<br>Range: limited distinctions between formal and informal registers<br>Accuracy: frequent errors |
| 2 moderate | Moderate of knowledge of register<br>Range: moderate distinctions between formal and informal registers<br>Accuracy: good, few errors |
| 3 complete | Evidence of complete knowledge of |

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[57] J. D. Brown, Assessment Feedback, *The Journal of Asia TEFL*, Vol. 16, No. 1, (2019), 334-344. (http://journal.asiatefl.org/)

[58] John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000), 243.

| Levels of ability or mastery | Description |
|---|---|
| | register |
| | Range: complete distinctions between |
| | formal and informal registers |
| | Accuracy: no errors |

This scale is defined in terms of range and accuracy with four levels. In language testing, the term register is used in defining rating scales for speaking and writing tasks. For instance, in specifications for a selection or placement test designed to assess the writing ability of telephone company employees, Bachman and Palmer have knowledge of register as one of six assessment criteria, as defined in the scale in table 2.1. apart from the reference to formulaic expressions and discourse in the construct definition. It is not very clear from the scale what particular features of the writing the rates should focus on in making their assessment. Of course, in an actual testing project the raters do not rely just on the written scale. They analyse the nature of the task, study exemplars of test-taker performance at different levels, discuss the rating criteria among themselves and seek to resolve discrepancies in their ratings of individual scripts. Nevertheless, if register is significant concept for the embedded assessment of vocabulary in use, it is important to try to clarify what it means. As part of their definition of the knowledge of register scale, Bachman and Palmer distinguish between formal and informal registers. This may cause some confusion because level of formality is often associated in the linguistic literature with the concept of style rather than register.[59]

Clearly, if all of these varities are to be called registers, at least there need to be criteria for analysing them and classifying them into subcategories. Since the identification of the distinctive features of a register

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[59] Ibid, 243-244.

involves comparing it with others, it is important that the varieties being compared should be comparable in terms of their level of generality.[60]

**Table 2.2**

Scoring categories.[61]

| Self-report categories | Possible score | Meaning of scores |
|---|---|---|
| I | 1 | The word is not familiar at all. |
| II | 2 | The word is familiar but its meaning is not known. |
| III | 3 | A correct synonym or translation is given. |
| IV | 4 | The word is used with semantic appropriateness in a sentence. |
| V | 5 | The word is used with semantic appropriateness and grammatical accuracy in a sentence. |

The VKS (Vocabulary Knowledge Scale) is generic instrument which can be used with any set of words that the tester of the researcher is interested in assessing. It consists in effect of two scales: one for eliciting responses from the test-takers and one of scoring the responses. The first scales is presented to the test-takers together with a list of words. The scale has five steps, or categories, as Paribakht and Wesche prefer to call them. For each word on the list, the test-takers are asked to decide which category best represents how well they know the word. Category I means that the word is not recognized at all and at category II the word is recognized but the meaning is not known. These first categories rely on honest reporting by

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[60] Ibid, 245.
[61] Ibid, 134.

the test-takers, whereas at the three higher levels they are required to give some verifiable evidence for their response. The distinction between categories III and IV also involves an element of judgement by the test-takers as to how sure they are of what the word means, but in either case they have to demonstrate their understanding by means of a synonym or translation equivalent. Category V moves from receptive knowledge to production, in that the test-takers need to show that they can use the word in a sentence.[62]

The scoring scale translates the test-takers' responses to each word into test scores. Category I and II responses are taken at face value and credited with scores of 1 and 2 respectively. As the arrows in the figure indicate, test-takers also receive a score of 2 if they claim some knowledge of the word at higher category level but their response shows that they are mistaken. A score of three means that the test-taker has provided an acceptable synonym or translation. Scores of 4 and 5 are awarded for the sentences written in response to category V. A score of 4 is given if the target word fits the sentence context appropriately but is used in a grammaticality incorrect way (e.g : this famous player announced his retire). It is only when the word is used with both an appropriate meaning and the correct form that a score of 5 is awarded.[63]

5. Tic tac toe Game Strategy

In this part contains definition of tic tac toe, procedure in tic tac toe game strategy, advantages and disadvantages of tic tac toe game strategy.

a. Definition of tic tac toe

Tic Tac Toe (also well-known as Tick Tack Toe, noughts and crosses, Xs and Os, and many names) is a pencil-and-paper game for two players, called O and X, who make turns  marking  the  spaces  in a 3x3

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[62] Ibid, 132-133.
[63] Ibid, 133.

grid.[64] 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.[65] The player who succeeds in placing three own marks in a horizontal, vertical, or diagonal row wins the game.[66] Tic tac toe game strategy is one of creative technique to attract the students interest in learning activity.[67]

Wela and Zul state that in this game the teacher and the students had roles. The students role is they will work in group. They have to be an active speaker. The students will cooperate in their group to play this game. It is expected that the students practice English well. It needs good cooperation between students. Besides that, the teacher also had a role.[68] The teachers consider the strategy before beginning learning process using the game. There are:

1) Preparing the media

To apply this game the important media needed is board. It attracted the students' attention and it also can help student

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[64] Agnesia Ultha Irianti Karraske, et.al, The Effectiveness of Using Tic Tac Toe Games in Students Understanding on Simple Present Tense at the First Grade of SMPN 1 Kabupaten Sorong, *Jurnal Interaction*, Vol. 5, No. 2 (October: 2018), 82. (https://www.google.com/url?sa=t&source=web&rct=j&url=https://unimuda.e-journal.id/jurnalinteraction/article/view/184&ved=2ahUKEwjFtuXN1a_uAhWDTX0KHTrgDMMQFjAAegQIAxAC&usg=AOvVaw2mmZhSt_J8G2Wq0P6KQYVO)

[65] Dewi Chalim, Using Tic Tac Toe Game to Improve Students' Understanding on Simple Past Tense, Thesis, English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, (Semarang: 2010), 30. (http://library.walisongo.ac.id/digilib/files/disk1/122/jtptiain-gdl-dewichalim-6066-1-skripsi-p.pdf&ved=2ahUKEwjFtuXN1a_uAhWDTX0KHTrgDMMQFjAFegQIChAB&usg=AOvVaw3mkOnwATqllVJu5cl1fwug)

[66] Aziza Diyaningrum, Teaching English Using Tic Tc Toe Game: Its Effect on Students Speaking Ability at the Tenth Grade of State Senior High School 1 Rokan IV Koto, Thesis, (2018), 8. (http://repository.uin-suska.ac.id/1321 8/&ved=2ahUKEwjP0pfo2K_uAhVWbn0KHR12BVIQFjAAegQIAxAC&usg=AOvVaw2K1DfT-Ni1Ps8fF9c7Pach)

[67] Rini Susanti and Zainuddin, Improving the Students' Vocabulary Achievement by Applying Tic-Tac-Toe Game, *Journal of English Language Teaching of FBS UNIMED*, Vol. 2 No. 3, (2013), 25. (https://jurnal.unimed.ac.id/ 2012/index.php/eltu/article/view/668)

[68] Wela Agustia & Zul Amri, Improving the Students' Speaking Ability by Using Tic-Tac-Toe Game to be Media at Junior High School, *Journal of English Language Teaching*, Vol. 1 No. 2, (Maret: 2013), 227-228. (http://ejournal.unp.ac.id/index.php/jelt/article/view/1957)

understand the material easily. To play Tic Tac Toe game, teacher can draw at board or bring the big set of paper to student.[69]

2) Preparing the students

The student prepared to give themselves confidence to learn the material. Next, they need to be prepared the topic in general to do the activity.[70]

3) Explaining learning skill

In choosing the language item, the teacher has to explain what to do at a certain point. Although, the teacher is facilitator who can created the activity where the student do not only use the language, but the teacher also helps the student to understanding the reason of knowing something. Tic Tac Toe is one of game where chose as subject.[71]

4) Managing the classroom.

The classroom should be a place where learners can write the tenses especially imple present tense based on the structure.[72]

b. Procedure in tic tac toe game strategy

According to Dewi Chalim, there are the procedures of tic tac toe game:

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, vertical or all nine squares are filled.

4) The winner is the player that succeeds to draw three Xs or three Os in a row by answering questions in various categories.[73]

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[69] Enelene T. Perez and Arlene C. Dolotallas, Think -Tac-Toe Game Strategy: Its Effect on the Students' Performance in Chemistry, *Journal of Education & Social Policy*, Vol. 3, No. 6 (December: 2016), 85. (http://jespnet.com/journal/index/2338)

[70] Ibid,.

[71] Ibid,.

[72] Ibid,.

c. Advantages and Disadvantages of Tic Tac Toe Game Strategy

According to Amy that games allow the students to work collaboratively towards a common goal.[74] The advantages in playing tic tac toe game provide a meaningful context for many students to get actively. This game can build competitive environment for the students so they can be active and build their self-confidence. The students work in group. In addition, this game also increases the students cooperation with their friends, so all of the students have opportunities to enhance their vocabulary mastery. Since the purpose of this game is to make the students more active and enjoy in learning English.[75]

According to Wela Agustia there are advantages of game:

1) Games bring relaxation
2) Fun for students
3) Usually involve friendly competition
4) Interested in learning
5) These create the motivation for learners of English to get involved and participate actively in learning activities.[76]

The disadvantages of this game likes it present disturbance if the teacher can not control this activity in the classroom. It takes a bit long time to prepare. It can cause boredom if teacher uses this game solely, and not all students like playing the game.[77]

According to Agnesia, game has disadvantages. They are :

[73] Dewi Chalim, Using Tic Tac Toe Game to Improve Students' Understanding on Simple Past Tense, Thesis, English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, (Semarang: 2010), 33. (http://library.walisongo.ac.id/digilib/files/disk1/122 /jtptiain-gdl-dewichalim-6066-1-skripsi-p.pdf&ved=2ahUKEwjFtuXN1a_uAhWDTX0KHTrgDM MQFjAFegQIChAB&usg=AOvVaw3mkOnwATqllVJu5cl1fwug)

[74] Amy, Games, (2010), 6. Retrieved on December 10, 2012@digitalcollections.sit.edu/ cgi/vie wcontent.cgi?article=1488.

[75] Wela Agustia & Zul Amri, Improving the Students' Speaking Ability by Using Tic-Tac-Toe Game to be Media at Junior High School, *Journal of English Language Teaching*, Vol. 1 No. 2, (Maret: 2013), 232. (http://ejournal.unp.ac.id/index.php/jelt/article/view/1957)

[76] Ibid., 225-226.

[77] Sri Hartanti, The Effectiveness of Tic Tac Toe Game in Teaching Speaking, Thesis, English Education Department, (Purwokerto: 2016), 11. (http://repository.ump.ac.id/942/3/)

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.[78]

From the theories above, this means game can give the students to be more motivating and challenging. The game encourages students to interact and communicate. The game is not effective if the students do not become more active in learning English. The teacher should give a clearly instruction so, the students will be interest in learning English especially in vocabulary mastery.

6. Teaching Vocabulary Using Tic Tac Toe Game Strategy

In this case, researcher applies tic tac toe game to teach vocabulary mastery. Tic tac toe game is a good strategy that will give many advantages for teacher and the students either.[79] Tic tac toe game is a good strategy to teach vocabulary and it is give an advantages for the students such as the students will be more active and enjoy in learning.

There are the clear role and instructions on tic tac toe game strategy:[80]

a) Split the students up into two equal teams and call on of them "A" and the other "B". Then give A's team a mark X and B's team a mark O.

b) Draw a tic-tac grid on the blackboard. Then, write nine words that will become the answers of the Tic-tac grid on the board. For example:

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[78] Agnesia Ultha Irianti Karraske, et.al, The Effectiveness of Using Tic Tac Toe Games in Students Understanding on Simple Present Tense at the First Grade of SMPN 1 Kabupaten Sorong, *Jurnal Interaction*, Vol. 5, No. 2 (October: 2018), 85. (https://www.google.com/url?sa=t&source=web&rct=j&url=https://unimuda.e-journal.id/jurnalinteraction/article/view/184&ved=2ahUKEwjFtuXN1a_uAhWDTX0KHTrgDMMQFjAAegQIAxAC&usg=AOvVaw2mmZhSt_J8G2Wq0P6KQYVO)

[79] Rini Susanti and Zainuddin, Improving the Students' Vocabulary Achievement by Applying Tic-Tac-Toe Game, *Journal of English Language Teaching of FBS UNIMED*, Vol. 2 No. 3, (2013), 3. (https://jurnal.unimed.ac.id/ 2012/index.php/eltu/article/view/668)

[80] Ibid., 24.

| Go | Sing | Tell |
|------|-------|-------|
| Sleep | Write | Bring |
| Come | Eat | Leave |

c) After that the teacher chooses one verb on the board and the students change it into past verb. If the answer is correct, they can put sign O or X in that space. The students who can answer correctly they will get a score.

For example:

Teacher: what the meaning of go and please change it to the past verb

A team: the meaning is *pergi*

go → went

d) The first team marks out three boxes in a straight line, vertically, horizontally, or diagonally win the game.

## B. Previous Related Study

There was some researchers that was conducted the researcher by using tic tac toe game. The first research was conducted by Reza Honarmand, Mohammad Rostampour and Seyed Jamal Abdorahimzadeh, Their journal entitled "The Effect of Game Tic Tac Toe and Flash Cards on Zero Beginners Vocabulary Learning". The results of their study showed that applying games had an important and determined role in teaching vocabulary to zero beginners. Moreover, the results indicated that flash cards and tic tac toe game as educational tools for training had more positive influenced than traditional.[81]

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[81]Reza Honarmand, et.al, The Effect of Game Tic Tac Toe and Flash Cards on Zero Beginners Vocabulary Learning, *International Journal of Educational Investigations*, Vol. 2, No. 3, (March, 2015), (https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.resea rchgate.net/publication/308556726_The_Effect_of_Game_Tic_Tac_Toe_and_Flash_Cards_on_Ze ro_Beginners%27_Vocabulary_Learning&ved=2ahUKEwjCo8yd1K_uAhWQdn0KHSk2CqYQFj AAegQIARAB&usg=AOvVaw0a5l2Q7XPLsYOqdiaUkzC-)

The second research was done by Rini Susanti and Zainuddin entitle Improving the Students Vocabulary Achievement by Applying Tic-Tac-Toe Game. The subject of this study was grade VIII 2012/2013 students of SMP Negeri 1 Payung, desa Batukarang. This study applied classroom action research which consisted of two cycles. This research found that there was an improvement of students vocabulary achievement. The application of tic-tac-toe game could improve the students vocabulary achievement of the eighth grade students in SMP N 1 Payung in the academic year 2012/2013. The improvement could be seen from the students mean score in orientation test, test I, and test II. The first test was 56.94, the second test (test I) was 69.30 and the third test (test II) was 80.14.[82]
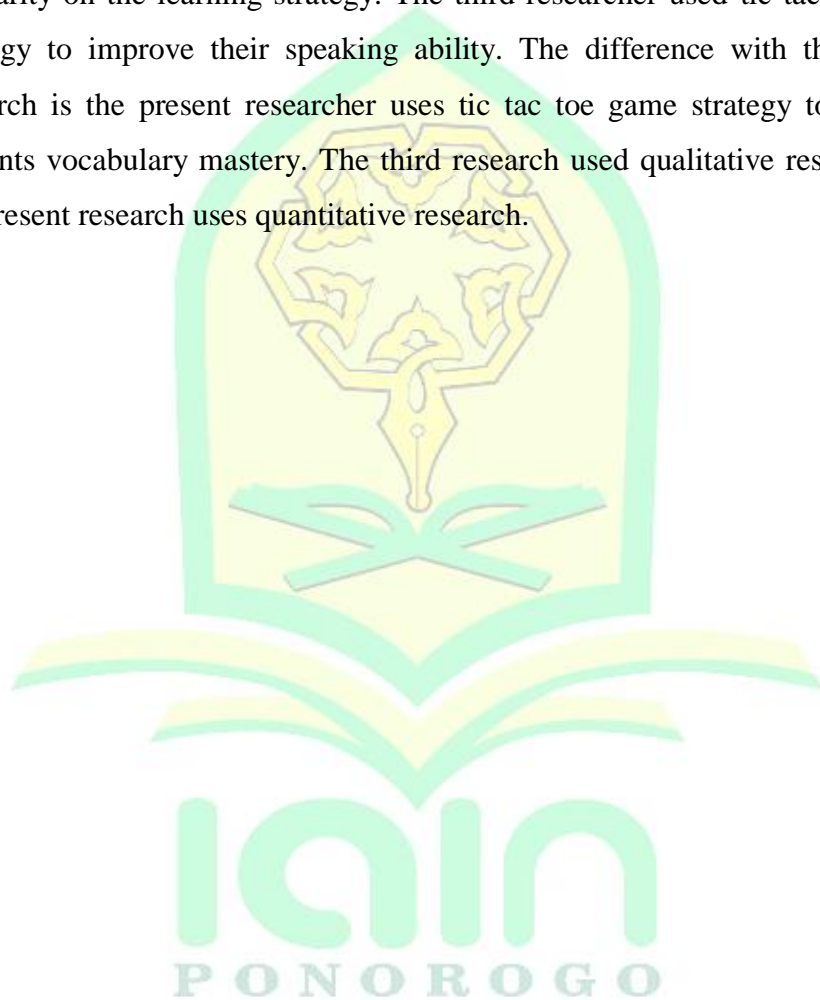
The third research was done by Wela Agustia and Zul Amri with the title "Improving The Students Speaking Ability by Using Tic-Tac-Toe Game to be Media at Junior High School". The results of their study show by using tic tac toe game, the teacher can improve the students speaking ability and it can make the students easier to understand new vocabulary. In the same time, this activity is expected to motivate the students and enable them to improve their speaking ability after having interesting learning activities.[83]

The researcher above discusses about tic tac toe game strategy, according to the result of their researches that games can improve the students skill especially on students vocabulary. The previous researchers have similarities with the present researcher that they involve tic tac toe games as a strategy in teaching English. So, this present research still has difference. The first researcher used tic tac toe and flashcard as a strategy in learning vocabulary and this research used quantitave research, and data sources from interview. So, the present researcher uses tic tac toe game to teach vocabulary mastery and the research design is experimental design. Then, the second researcher,

[82] Rini Susanti and Zainuddin, Improving the Students' Vocabulary Achievement by Applying Tic-Tac-Toe Game, *Journal of English Language Teaching of FBS UNIMED*, Vol. 2 No. 3, (2013). (https://jurnal.unimed.ac.id/ 2012/index.php/eltu/article/view/668)

[83] Wela Agustia & Zul Amri, Improving the Students' Speaking Ability by Using Tic-Tac-Toe Game to be Media at Junior High School, *Journal of English Language Teaching*, Vol. 1 No. 2, (Maret: 2013). (http://ejournal.unp.ac.id/index.php/jelt/article/view/1957)

even though has a similarity to the present researcher in term of using Tic Tac Toe game, this research focused on students vocabulary achievement. In contrast, the present research has similarity on students vocabulary mastery. Then, the second researcher used classroom action research. The data were collected and analyzed qualitatively and quantitatively. On the present research the researcher uses quantitative research. The third researcher also has a similarity on the learning strategy. The third researcher used tic tac toe game strategy to improve their speaking ability. The difference with the present research is the present researcher uses tic tac toe game strategy to enhance students vocabulary mastery. The third research used qualitative research and the present research uses quantitative research.

## C. Conceptual Framework

### Table 2.3

**INPUT ANALYSIS**

Literature review of definition of vocabulary and vocabulary mastery, types of vocabulary, teaching vocabulary, strategy in teaching vocabulary, vocabulary assessing rubric, definition, procedure, advantages and disadvantages of tic tac toe game strategy.

**PROSES ANALYSIS**

Methodology:

Quantitative: quasi-exprimental

That use to enhance the students vocabulary mastery and give the treatment of tic tac toe game strategy.

**OUTPUT ANALYSIS**

Students get vocabulary improvement and better score in learning English.

**RESEARCH TITLE**

The Effectiveness of Tic Tac Toe Game Strategy to Enhance Students Vocabulary Mastery of Eighth Grade Students of MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

**HYPOYHESIS**

The students who are taught by using tic tac toe game get better score in learning English than those who are not taught by using tic tac toe game.

Assumption

Vocabulary mastery

Tic tac toe game strategy

Students' vocabulary mastery and their improvement

Conclusion and recommendation shows on the result

**PHENOMENON**

The student needs strategy in conducting English teaching learning especially in vocabulary mastery

**RECOMMENDATION**

This study recommends to the students or learners for using tic tac toe game strategy in enhancing vocabulary mastery.

**OUTCOME ANALYSIS**

From diagram above, the researcher found the phenomenon that the students of eighth grade in MTs Ma'arif Al-Ishlah Bungkal had some problems in learning English especially in vocabulary mastery. So, the students need the strategy in teaching learning process especially in vocabulary mastery. After finding a phenomenon, the researcher made an assumption about students' vocabulary mastery and their improvement. Then, the researcher formulated research title, entitle "The Effectiveness of Tic Tac Toe Game Strategy to Enhance Students Vocabulary Mastery of Eighth Grade Students of MTs Ma'arif Al-Ishlah Bungkal Ponorogo". From the research title that had been formulated, the researcher compiled some related literature relevant with research title. That was definition of vocabulary and vocabulary mastery, types of vocabulary, teaching vocabulary, strategy in teaching vocabulary, vocabulary assessing rubric, definition, procedure, advantages and disadvantages of tic tac toe game strategy.

After compiled some related literature relevant to the research title, the researcher analyzed the thesis using quantitative research methodology and the research design was quasi-experimental that used to enhance the students vocabulary mastery and gave the treatment of tic tac toe game strategy in learning English. After that, the researcher formulated hypothesis that is the students who are taught by using tic tac toe game get better score in learning English than those who are not taught by using tic tac toe game, which can produce an output analysis of this study in getting vocabulary improvement and better score in learning English. From the output analysis, the researcher made conclusion and recommendation that show on the result. Then, the last step in this research was recommendation that this study recommended the students or learners for using tic tac toe game strategy in enhancing vocabulary mastery.

**D. Hypothesis**

The researcher formulated the hypothesis of this research as follow:

There is a significant difference score between students who were taught by tic tac toe game strategy than students who were not taught by tic tac toe game strategy of the eighth grade students at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

# CHAPTER III

# RESEARCH METHOD

This chapter contains research design, population and sample, data collection instrument, data collection technique, and data analysis technique.

## A. Research Design

In this research, the researcher applied a quantitative research design. Quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).[1]

According to Daniel, the are two types of quantitative research design, experimental designs and non-experimental designs. Experimental designs are sometimes known as the scientific method due to their popularity in scientific research where they originated. Non-experimental research is sometimes equated with survey research.[2] In this research, the researcher used experimental design that was Quasi-exprimental. Quasi-exprimental designs mean to approximate as closely as possible the advantages of true experimental designs where the problems mentioned above occur, such as having to implement a programme in a natural school setting.[3] The researcher investigated and explained the problem that exist in MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

In quasi-experimental designs, that consist of pre-test and post-test. In this design, the researcher took two classes that are experimental and control class that were selected with random sampling.[4] To get the beginning data the researcher was going to give pre-test for both of the classes (experimental and control class). After giving pre-test, the researcher gave treatment to both of

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[1] Daniel Muijs, *Doing Quantitave Research in Education with SPSS*, (London: Sage Publications Ltd, 2004), 1.

[2] Ibid, 13,

[3] Ibid, 26.

[4] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Edition*, (California: SAGE Publications Inc, 2009), 160-161.

group (experimental and control class). The researcher used tic tac toe game strategy to experimental group and conventional method to control group. After giving treatment, both of groups was given a post-test.

$$K1 = T1 - X - T2$$

$$K2 = T1 - O - T2$$

The most commonly used quasi experimental designs in educational research can be represented as:[5]

| | |
|---|---|
| K1 | = Experimental group |
| K2 | = Control group |
| X | = Treatment (tic tac toe game strategy) |
| O | = Conventional method |
| T1 | = Pre-test |
| T2 | = Post-test |

## B. Population and Sample

1. Population

   Population can be called by generalized large group. A population is defined as all members of any well-defined class of people, event, or objects.[6] The population in this research was the eighth grade students at MTs Ma'arif Al-Ishlah Bungkal, Ponorogo in academic year 2020/2021. There were 3 classes of the eighth grade, the class were 8A, 8B, and 8C. 8A class consists 22 students, 8B consists 21 students, and 8C consists 23 students. So, the total of population were 66 students.

2. Sample

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[5] Agnesia Ultha Irianti Karraske, et.al, The Effectiveness of Using Tic Tac Toe Games in Students Understanding on Simple Present Tense at the First Grade of SMPN 1 Kabupaten Sorong, *Jurnal Interaction*, Vol. 5, No. 2 (October: 2018), 86. (https://www.google.com/url?sa=t&source=web&rct=j&url=https://unimuda.e-journal.id/jurnalinteraction/article/view/184&ved=2ahUKEwjFtuXN1a_uAhWDTX0KHTrgDMMQFjAAegQIAxAC&usg=AOvVaw2mmZhSt_J8G2Wq0P6KQYVO)

[6] Donald Ary, et.al, *Introduction to Research in Education 8th Edition.* (Canada: Wadsworth Cengage Learning, 2010), 148.

According to Ary, sample is a portion of a population.[7] Sample is the part of population that is used by the researcher as the object of the research.[8]

The researcher used a random sample because each individual in the population has an equal probability of being selected (a systematic or probabilistic sample).[9] In a typical simple random sample everyone in the population has exactly the same chance of being included in the sample. It caused the sample is drawn at random from the population.[10] The random sampling technique used was lottery method. The researcher made three paper rolls, then took it two randomly.[11] The sample was chosen two classes, the classes are 8A as a experimental class and 8B as a control class. Experimental class consists of 21 students, while control class consists of 21 students. So, total of sample were 43 students.

## C. Data Collection Instrument

In this research, the instrument of data collection used subjective test. The result was taken from the written test. The assessment of the written test was adapted from vocabulary assessing rubric. The analytic rubric provided the information which was broken down into different categories. They are knowledge of registers, range contains of formal and informal registers and accuracy. The tests were done into two parts there are pre-test and post-test. Pre-test was given to know the students' score and condition from students before getting the treatment. While post test was given to know the students' score and condition after getting the treatment by using tic tac toe game strategy.

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[7] Ibid, 148.

[8] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Edition*, (California: SAGE Publications Inc, 2009), 142

[9] Ibid, 144.

[10] Daniel Muijs, *Doing Quantitave Research in Education with SPSS*, (London: Sage Publications Ltd, 2004), 38.

[11] TukiranTaniredja and Hidayati Mustafidah, *Penelitian Kuantitatif: Sebuah Pengantar*, (Bandung: Alfabeta, 2011), 35.

**Table 3.3**

**Data Collection Instrument**

| Title of Research | Variable | Indicators | Subject | Technique |
|---|---|---|---|---|
| The Effectiveness of Tic Tac Toe Game Strategy to Enhance Students Vocabulary Mastery of Eighth Grade Students of MTs Ma'arif Al-Ishlah Bungkal Ponorogo | Varible X: tic tac toe game strategy | e) Split the students up into two equal teams and call on of them "A" and the other "B". Then give A's team a mark X and B's team a mark O. <br> f) Draw a tic-tac grid on the blackboard. Then, write nine words that will become the answers of the Tic-tac grid on the board. <br> g) After that the teacher chooses one verb on the board and the students change it into past verb. If the answer is correct, they can put sign O or X in that space. The students who can | Students of 8A (experime ntal class) | 1. pre-test <br> 2. post-test |

| Title of Research | Variable | Indicators | Subject | Technique |
|---|---|---|---|---|
| | | answer correctly they will get a score. <br> h) The first team marks out three boxes in a straight line, vertically, horizontally, or diagonally win the game. | | |
| | Variable Y: vocabulary mastery | 1. Students can determine the vocabulary (verb) in the form of past tense <br> 2. Students can determine the vocabulary (verb) that show action or activities | Students of 8A (experimental class) and Students of 8B (control class) | |

## D. Data Collection Technique

1. Documentation

     Document is an instrument for measuring the quantitative data. Documentary is a type of technique to get the data about thing or variable which are book, notes, and transcript.[12] In this research, the researcher used documentation to support the data about the students' test results (score) on

[12] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United State of America: Pearson Education, 2004), 33.

vocabulary mastery of all population (8A and 8B). The other documents were lesson plan, photos while teaching and learning process, questionnaire, and attendance list.

2. Test

Test is a method of measuring someone's ability, performance, or knowledge. It is required performance that a set of proceduser, techniques, or items. To qualify the test, the method must be explicit and structured.[13] The researcher used some activities in teaching learning process in this research as follow:

   a. Pre-test was the first activity before teacher did teaching learning activities. The researcher give a filling gaps test to students. The aim is to know students' ability before the researcher apply treatment to them.

   b. Post-test was the last activity after teacher gave the treatments. In this test, teacher assessed students' vocabulary mastery. The researcher used filling gaps test to know the enhancement of students' ability after apply treatment.

After that, the researcher identified whether the test was valid and reliable. So, the researcher did some examines as follow:

   a. Validity

The measurement instruments must first of all measure what we want them to, this is known as validity.[14] Validity is problbaly the single most important aspect of the design of any measurement instrument in educational research.[15] The researcher used SPSS 23 version to calculate the validity of data. There are steps to calculate the validity as follow:

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[13] Ibid, 3.
[14] Daniel Muijs, *Doing Quantitave Research in Education with SPSS*, (London: Sage Publications Ltd, 2004), 20.
[15] Ibid, 66.

1) Make the table of item analysis of all questions
2) Applying the data into SPSS 23 program for wimdows
3) Click variable view then, write done number of all questions and then change the decimal to 0
4) After that click data view, copy item analysis all of questions
5) Click analyze, correlate, bivariate, and click OK
6) Then, make an interpretation of the correlation result ($r_{xy}$) of each question
7) Wait the result of the test. The data were valid if $r_{xy} \geq r_{table}$ if the data $r_{xy} \leq r_{table}$ it can be concluded that the data is invalid.

The researcher used 19 respondences for testing validity. If the value of $r_{xy} > r_{table}$, it can be concluded that the data is valid. If the value of $r_{xy} < r_{table}$, it can be concluded that the data is invalid. There are the result of the test validity:

**Table 3.4**

**Recapitulation Test Item Validity**

| Item Number | $R_{xy}$ | $R_{table}$ | Criteria |
|---|---|---|---|
| 1 | 0,609 | 0,456 | Valid |
| 2 | 0,527 | 0,456 | Valid |
| 3 | 0,482 | 0,456 | Valid |
| 4 | 0,752 | 0,456 | Valid |
| 5 | 0,587 | 0,456 | Valid |
| 6 | 0,601 | 0,456 | Valid |
| 7 | 0,808 | 0,456 | Valid |
| 8 | 0,818 | 0,456 | Valid |
| 9 | 0,765 | 0,456 | Valid |
| 10 | 0,523 | 0,456 | Valid |

| | | | |
|---|---|---|---|
| 11 | 0,582 | 0,456 | Valid |
| 12 | 0,480 | 0,456 | Valid |
| 13 | 0,518 | 0,456 | Valid |
| 14 | 0,478 | 0,456 | Valid |
| 15 | 0,493 | 0,456 | Valid |
| 16 | 0,510 | 0,456 | Valid |
| 17 | 0,769 | 0,456 | Valid |
| 18 | 0,734 | 0,456 | Valid |
| 19 | 0,583 | 0,456 | Valid |
| 20 | 0,508 | 0,456 | Valid |
| 21 | 0,785 | 0,456 | Valid |
| 22 | 0,745 | 0,456 | Valid |
| 23 | 0,551 | 0,456 | Valid |
| 24 | 0,647 | 0,456 | Valid |
| 25 | 0,498 | 0,456 | Valid |
| 26 | 0,944 | 0,456 | Valid |
| 27 | 0,682 | 0,456 | Valid |
| 28 | 0,854 | 0,456 | Valid |
| 29 | 0,803 | 0,456 | Valid |
| 30 | 0,765 | 0,456 | Valid |
| 31 | 0,588 | 0,456 | Valid |
| 32 | 0,821 | 0,456 | Valid |
| 33 | 0,805 | 0,456 | Valid |
| 34 | 0,764 | 0,456 | Valid |
| 35 | 0,599 | 0,456 | Valid |
| 36 | 0,785 | 0,456 | Valid |

**Table 3.5**

**Recapitulation Questionnaire Validity**

| Item Number | $R_{xy}$ | $R_{table}$ | Criteria |
|:---:|:---:|:---:|:---:|
| 1 | 0,731 | 0,433 | Valid |
| 2 | 0,563 | 0,433 | Valid |
| 3 | 0,467 | 0,433 | Valid |
| 4 | 0,669 | 0,433 | Valid |
| 5 | 0,614 | 0,433 | Valid |
| 6 | 0,746 | 0,433 | Valid |
| 7 | 0,603 | 0,433 | Valid |
| 8 | 0,614 | 0,433 | Valid |
| 9 | 0,707 | 0,433 | Valid |
| 10 | 0,720 | 0,433 | Valid |

Based on the table above, all of item number are valid because the value of $R_{xy} > R_{table}$. So, the researcher used it to collect data.

b. Reliability

Reliability is a second element that determines the quality of our measurement instruments. Reliability then refers to the extent to which test scores are free of measurement error.[16] The researcher used SPSS 23 version to calculate the reliability test. The reliability test is a comparisonof the score product moment with $r_{table}$ if the product moment score is higher than $r_{table}$ it meant that the test is reliable. There are the result of the reliability test:

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[16] Daniel Muijs, *Doing Quantitave Research in Education with SPSS*, (London: Sage Publications Ltd, 2004), 71.

**Table 3.6**

**The Result of Reliability Test**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .893 | 18 |

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .920 | 18 |

The calculation result of product moment score was 0.893 and 0.920 and the value of $R_{table}$ was 0.456. So, it can be concluded that the test is reliable because 0.893 and 0.920 > 0.456.

**Table 3.7**

**The Result of Reliability Test (Questionnaire)**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .842 | 10 |

The calculation result of product moment score was 0.842 and the value of $R_{table}$ was 0.433. So, it can be concluded that the test is reliable because 0.842 > 0.433.

**E. Data Analysis Technique**

1. Assumption test

    After the pre-test and the post-test were given to the students, the results of both test was analyzed with assumption test. The test were normality and homogeneity. There are:

    a. Normality test

Normality test is used to know the data from both group is normal or not, which examined comes from the population or distribution.[17] In this research, the researcher used SPSS 23 program for windows to calculate the normality test. There are steps to calculate the normality test:

1) Firstly, input the data to the data view
2) Then, changed the variable view with the class name
3) Click analyze, and then click non-parametric, after that click sample K-S
4) Finally, drag the data to test variable after that click OK and wait for the results.

b. Homogeneity

Homogeneity test was used to know the similarity of the populations. Homogeneity test was used to know before comparing some groups. In this research, the researcher used SPSS 23 program for windows to calculate the homogeneity test.[18]

Calculated SD formula:

$$SDx = \sqrt{\frac{\sum fx^2}{nx} - \left(\frac{\sum fx^2}{nx}\right)}$$

$$SDy = \sqrt{\frac{\sum fy^2}{ny} - \left(\frac{\sum fy}{ny}\right)^2}$$

Explanation:

SD  : standar deviation

[17] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United State of America: Pearson Education, 2004), 20-21.

[18] Muntasiroh, The Use of Tic Tac Toe Game and Cooperative Learning to Improve Students' Speaking Skills (A Classroom Action Research of the Tenth Grade of MA Nurul Islam Tengaran in the Academic Year of 2016/2017), Thesis, IAIN Salatiga, Salatiga, 2017, 54. (https://www.google.com/url?sa=t&source=web&rct=j&url=http://e-repository.perpus.iainsalatiga .ac.id/2153/1/SKRIPSI%2520FIX.pdf&ved=2ahUKEwjFtuXN1a_uAhWDTX0KHTrgDMMQFjA GegQIBhAB&usg=AOvVaw0TIT4Wc9dHSo9ANnKnjaux)

       f     : difference between pre and post-test

       n     : number of students

2. T-test

       After the researcher calculated normality and homogeneity, the researcher continued to test the hypothesis. The researcher used the T-test to know whether there is difference score between two variable of the research. The researcher used SPSS 23 version to analyze the T-test. There are steps doing T-test using SPSS:

    a. As usual, the researcher need to go into 'Analyze' if we want to do any statistical operation on the data.

    b. In 'Analyze', the researcher go into 'Compare Means'.

    c. And then into 'Independent Samples T-test' the pop-up screen then presents us with a number of choices.

    d. The researcher had to choose our dependent variable, the variable that the researcher wanted to predict. The researcher can choose as many dependent variables as the researcher like. Select this variable from the list and press the top arrow.

    e. Next, the researcher have to choose our 'Grouping Variable'. This will tell the program which groups the researcher want to compare. Select this variable from the list and press the bottom arrow.

    f. Once the researcher have entered the grouping variable, the reader will see that it is followed by brackets containing question marks. This is because the researcher need to specify how the researcher coded the group the researcher are going to compare. To do this the researcher need to click the 'Define Group' box that has lit up.

    g. A new box will pop up and the researcher need to fill in the codes for the two groups we are comparing. So, the researcher need to fill in these numbers.

h. That's the preparation finished, the researcher can press 'Continue' and 'OK' and wait for the results.[19]

[19] Daniel Muijs, *Doing Quantitave Research in Education with SPSS*, (London: Sage Publications Ltd, 2004), 131-132.

# CHAPTER IV

# RESEARCH RESULT

In this chapter contains general description of location of the study, data description, data analysis, interpretation and discussion.

## A. General Description of Location of the Study

In this research, the researcher did the research at MTs Ma'arif Al-Ishlah Bungkal, Ponorogo at eighth grade. There were consists of 8A, 8B, and 8C, but the researcher just took two classes for the research, 8A as experimental class and 8B as control class.

Based on the observation on Wednesday, 10th September 2020 in MTs Ma'arif Al-Ishlah Bungkal at 8A and 8B class teaching and learning process was started by the teacher entered the classroom, greeted the students and checked the attendance list of the students. Before continue the material, the teacher asked to the students about the previous material that had been discussed in the last meeting. Then, the teacher discussed about recount text. The teacher explained it slowly using Indonesian and English language.[1]

The teacher supported the explanation using "*LKS Bahasa Inggris Kelas VIII SMP/MTs Semester 2 Kurikulum 2013*" and several examples from internet. So, the students understand the material and interested to follow teaching and learning process in the class. After that, the teacher gave the chance to the students to ask something which had not been understood. If the students had been understood the material, the teacher gave a conclusion about the material. Meanwhile, to evaluate teaching and learning process the teacher asked the students about the difficulties about the material. Then the teacher gave the students assignment and explained about next meeting activity. After that, the teacher dismissed the class.

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[1] Observation at MTs Al-Ishlah Bungkal on, 10th September 2019.

**B. Data Description**

The researcher used quasi-experimental research design. The researcher did the research in MTs Ma'arif Al-Ishlah Bungkal, Ponorogo at eighth grade. The researcher applied random sampling to choose two classes as experimental class and control class. These classes are 8A as experimental class and 8B as control class. The total students of experimental and control class was 43 students with experimental class consists 22 students and control class consists 21 students.

In experimental class, the students were taught by using tic tac toe game strategy. In this class, the researcher took the score of pre-test from the students in the first meeting. After that, in the second meeting the researcher gave a treatment. In the last meeting the researcher took the score of post-test.

While in control class, the students were taught by teacher's lecturing. In this class, the researcher took the score of pre-test from the students in the first meeting. Then, in the second meeting the researcher taught them without treatment. In the last meeting the researcher took the score of post-test.

1. The Schedules of the Research

The researcher was required three meeting in experimental and control class. The schedule could be seen in the table below:

**Table 4.1**

**Experimental Class Schedule**

| Date | Activities |
|---|---|
| September 16th, 2020 | Pre-test |
| September 24th, 2020 | Treatment |
| November 19th, 2020 | Post-test |

In experimental class, the researcher took pre-test in the first meeting. The researcher gave the task and gave 65 minutes to do it. In the second meeting the researcher explained the explanation, goals, and rules of tic tac toe game strategy to the students before gave a treatment. After that the researcher begin the material about recount text. The students read the

example of recount text **"*My Horrible Experience*"** then, the students identified some information about the text. After explained the material the researcher divided the students into four group, two group called O's group and two groups called X's group. Then, the researcher explained the rules of tic tac toe game. After that the researcher gave task and students start to play the game. In the last meeting the researcher took post test. The researcher gave the task used tic tac toe game strategy and the students do it about 65 minutes.

**Table 4.2**

**Control Class Schedule**

| Date | Activities |
|---|---|
| September 16$^{th}$, 2020 | Pre-test |
| September 24$^{th}$, 2020 | Teaching and learning process without treatment |
| November 19$^{th}$, 2020 | Post-test |

In control class, in the first meeting the researcher took pre-test. The instruction was as same as pre-test in experimental class. In the second meeting did not use tic tac toe game in this class. The researcher begin the material about recount text. The students read the example of recount text *"My Horrible Experience"* then, the students identified some information about the text. After that, the researcher explained the material. Then, the students answered some questions that give by the researcher. In the last meeting the researcher took post test. The students do it about 65 minutes.

2. Students' Score of Experimental Class

In this research, the researcher taught in experimental class using tic ta toe game strategy. In the first meeting, the researcher took the score of pre-test. In the second meeting the researcher gave the treatment using tic tac toe game strategy. Then, in the last meeting the researcher took the

score of post-test. So, there was the result of pre-test and post-test from the students of experimental class:

**Table 4.3**

**Students' Score of Experimental Class**

| No | Name | Score | |
|---|---|---|---|
| | | Pre-test | Post-test |
| 1. | Alfin Dwi Kurniawan | 73.3 | 100 |
| 2. | Azrafatin Zahidah | 80 | 100 |
| 3. | Clarin Fitria Setyamulyani | 66 | 98.9 |
| 4. | Dwi Ayu Maslinda | 80 | 98.9 |
| 5. | Dyah Artalita R. | 62.2 | 100 |
| 6. | Fauzi Ahmad Hanafi | 84.4 | 100 |
| 7. | Firda Putri Gita Patama | 64.4 | 98.9 |
| 8. | Layli Rofiatun Nisa | 64.4 | 100 |
| 9. | Linda Yuliani | 62.2 | 100 |
| 10. | Mega Emalia Hayati | 77 | 100 |
| 11. | Muhammad Muzakki | 77 | 96.7 |
| 12. | Mohamad Diaz Rohmatul A. | 84.4 | 98.9 |
| 13. | Muhammad Fathur Rohman Arifa'i | 68.9 | 81.5 |
| 14. | MuhammadUmar Farouq | 73.3 | 82.2 |
| 15. | Resti Fitriasih | 80 | 100 |
| 16. | Ridho Azis Safaat | 66 | 100 |
| 17. | Slamet Effendy | 68.9 | 98.9 |
| 18. | Suci Wulandari | 64.4 | 100 |
| 19. | Vania Ramdhani | 73.3 | 100 |
| 20. | Wahyu Istiqomah | 80 | 100 |
| 21. | Zakhrotul Nur R | 80 | 100 |
| | **Total** | **1530.1** | **2,054.9** |
| | **Mean** | **72.9** | **97.8** |

Based on the table above, it showed that the highest score of pre-test in experimental class was 84.4 and the lowest score of pre-test was 62.2. While, the highest score of post-test in experimental class was 100 and the lowest score of post-test was 81.5. The mean score of pre-test in experimental class was 72.9 and the post-test was 97.8. So, the students

need the strategy to enhance their vocabulary mastery. There are the results of the students' score in experimental class:

**Table 4.4**

**Frequency Distribution of Pre-test in Experimental Class**

**nilai_pre_exp**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 62 | 2 | 9.5 | 9.5 | 9.5 |
| | 64 | 3 | 14.3 | 14.3 | 23.8 |
| | 66 | 2 | 9.5 | 9.5 | 33.3 |
| | 69 | 2 | 9.5 | 9.5 | 42.9 |
| | 73 | 3 | 14.3 | 14.3 | 57.1 |
| | 77 | 2 | 9.5 | 9.5 | 66.7 |
| | 80 | 5 | 23.8 | 23.8 | 90.5 |
| | 84 | 2 | 9.5 | 9.5 | 100.0 |
| | Total | 21 | 100.0 | 100.0 | |

Based on the table above, it can be concluded that there were various kind of students' pre-test vocabulary score. There were 9.5% or 2 students who got score 62, 14.3% or 3 students who got score 64, 9.5% or 2 students who got score 66, 9.5% or 2 students who got score 69, 14.3% or 3 students who got score 73, 9.5% or 2 students who got score 77, 23.8% or 5 students who got score 80, and 9.5% or 2 students who got score 84. There is clearly explained in the following histogram:

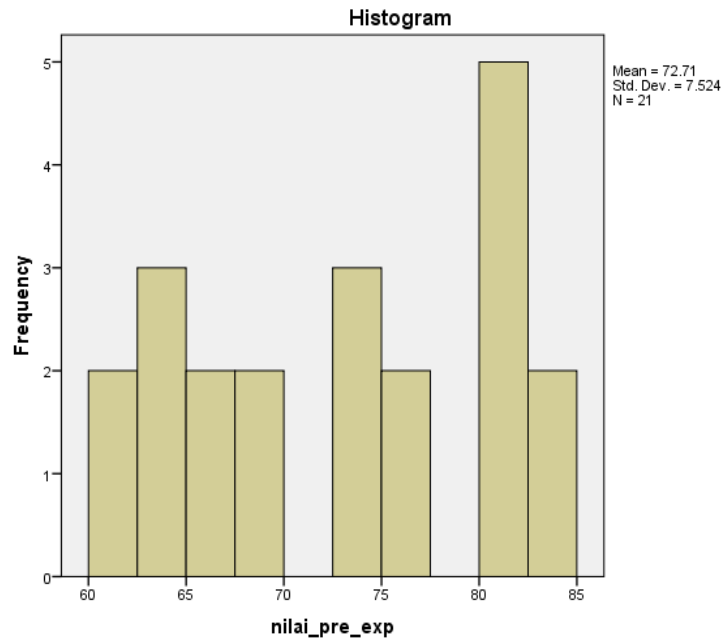**Figure 4.4**

**Histogram for Pre-test in Experimental Class**



**Table 4.5**

**Frequency Distribution of Post-test in Experimental Class**

**nilai_post_ex**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 82    | 1         | 4.8     | 4.8           | 4.8                |
|       | 82    | 1         | 4.8     | 4.8           | 9.5                |
|       | 97    | 1         | 4.8     | 4.8           | 14.3               |
|       | 99    | 5         | 23.8    | 23.8          | 38.1               |
|       | 100   | 13        | 61.9    | 61.9          | 100.0              |
|       | Total | 21        | 100.0   | 100.0         |                    |

Based on the table above, it can be concluded that there were various kind of students' post-test vocabulary score. There were 4.8% or 1 student who got score 82, 4.8% or 1 student who got score 82, 4.8% or 1 student who got score 97, 23.8% or 5 students who got score 99, and 61.8% or 13

students who got score 100. There is clearly explained in the following histogram:

**Figure 4.5**

**Histogram for Post-test in Experimental Class**
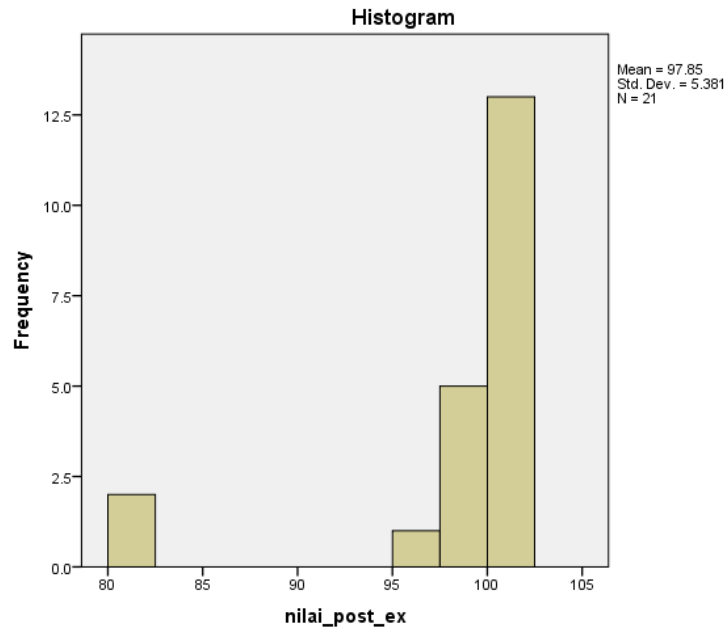


3. Students' Score of Control Class

In this research, the researcher taught in control class as usually the teacher strategy used in this class. In the first meeting, the researcher took the score of pre-test. In the second meeting the researcher taught the students without the treatment. Then, in the last meeting the researcher took the score of post-test. So, there was the result of pre-test and post-test from the students of control class:

**Table 4.6**

**Students' Score of Control Class**

| No | Name | Score | |
|---|---|---|---|
| | | Pre-test | Post-test |
| 1. | Aan Nur Ikhsan | 60 | 76.7 |
| 2. | Alfin Abdur Rosyid | 71.1 | 73.3 |
| 3. | Alfin Rochmatul Mahmudah | 60 | 97.8 |

| No | Name | Score | |
|---|---|---|---|
| | | Pre-test | Post-test |
| 4. | Aliefita Heapilia Alranisa P. | 80 | 97.8 |
| 5. | Allinda Cahya Pradani | 62.2 | 95.5 |
| 6. | Andika Cahya Pratama | 57.8 | 65.5 |
| 7. | Andri Firmansyah | 51.1 | 71.1 |
| 8. | Angelina Yohana | 75.6 | 87.8 |
| 9. | Ari Dwi Tata Purwita | 58.9 | 78.9 |
| 10. | Dafa Abid Zhalifunas | 51.1 | 78.9 |
| 11. | Dimas Aldo Dita Saputra | 62.2 | 77.8 |
| 12. | Filzah Rabiatul Adabiah | 74.4 | 92.2 |
| 13. | Hengky Rahman Fahrizal | 53.3 | 64.4 |
| 14. | Humaida Masruuroh | 77.8 | 78.9 |
| 15. | Ica Putri Febrianti | 74.4 | 96.7 |
| 16. | Junita Dwi Lestari | 67.8 | 80 |
| 17. | Muhammad Roziqin | 64.4 | 80 |
| 18. | Prawira Putra Perdana | 63.3 | 65.5 |
| 19. | Titin Nurvita Sarina | 80 | 94.4 |
| 20. | Wahyu Zaelani | 77.8 | 82.2 |
| 21. | Zahrina Sambaitilla | 80 | 92.2 |
| | Total | 1,403.2 | 1,727.6 |
| | Mean | 66.8 | 82.3 |

Based on the table above, it can be concluded that the highest score of pre-test in control class was 80 and the lowest score of pre-test was 51.1. While, the highest score of post-test was 97.8 and the lowest score of post-test was 64.4. The mean score of pre-test in control class was 66.8 and the post-test was 82.3. There are the results of the students' score in control class:

**Table 4.7**

**Frequency Distribution of Pre-test in Control Class**

**nilai_pre_cont**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 51 | 2 | 9.5 | 9.5 | 9.5 |

| | | | | |
|---|---|---|---|---|
| 53 | 1 | 4.8 | 4.8 | 14.3 |
| 58 | 1 | 4.8 | 4.8 | 19.0 |
| 59 | 1 | 4.8 | 4.8 | 23.8 |
| 60 | 2 | 9.5 | 9.5 | 33.3 |
| 62 | 2 | 9.5 | 9.5 | 42.9 |
| 63 | 1 | 4.8 | 4.8 | 47.6 |
| 64 | 1 | 4.8 | 4.8 | 52.4 |
| 68 | 1 | 4.8 | 4.8 | 57.1 |
| 71 | 1 | 4.8 | 4.8 | 61.9 |
| 74 | 2 | 9.5 | 9.5 | 71.4 |
| 76 | 1 | 4.8 | 4.8 | 76.2 |
| 78 | 2 | 9.5 | 9.5 | 85.7 |
| 80 | 3 | 14.3 | 14.3 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

Based on the table above, it can be concluded that there were various kind of students' pre-test vocabulary score. There were 9.5% or 2 students who got score 51, 4.8% or 1 student who got score 53, 4.8% or 1 student who got score 58, 4.8% or 1 student who got score 59, 9.5% or 2 students who got score 60, 9.5% or 2 students who got score 62, 4.8% or 1student who got score 63, 4.8% or 1 student who got score 64, 4.8% or 1 student who got score 68, 4.8% or 1 student who got score 71, 9.5% or 2 students who got score 74, 4.8% or 1 student who got score 76, 9.5% or 2 students who got score 78, and 14.3% or 3 students who got score 80. There is clearly explained in the following histogram:
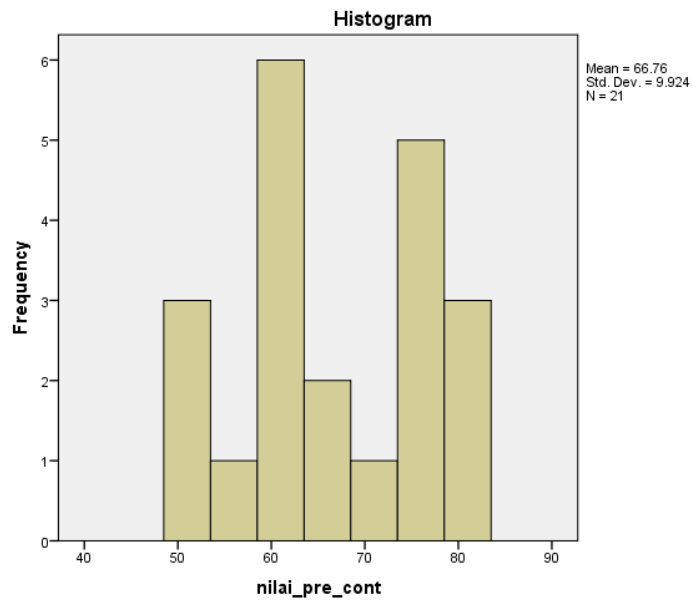
**Figure 4.6**

**Histogram for Pre-test in Control Class**



Histogram

Mean = 66.76
Std. Dev. = 9.924
N = 21

nilai_pre_cont

**Table 4.8**

**Frequency Distribution of Post-test in Control Class**

**nilai_post_cont**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 64 | 1 | 4.8 | 4.8 | 4.8 |
| | 66 | 2 | 9.5 | 9.5 | 14.3 |
| | 71 | 1 | 4.8 | 4.8 | 19.0 |
| | 73 | 1 | 4.8 | 4.8 | 23.8 |
| | 77 | 1 | 4.8 | 4.8 | 28.6 |
| | 78 | 1 | 4.8 | 4.8 | 33.3 |
| | 79 | 3 | 14.3 | 14.3 | 47.6 |
| | 80 | 2 | 9.5 | 9.5 | 57.1 |
| | 82 | 1 | 4.8 | 4.8 | 61.9 |
| | 88 | 1 | 4.8 | 4.8 | 66.7 |
| | 92 | 2 | 9.5 | 9.5 | 76.2 |
| | 94 | 1 | 4.8 | 4.8 | 81.0 |
| | 96 | 1 | 4.8 | 4.8 | 85.7 |

| | | | | |
|---|---|---|---|---|
| 97 | 1 | 4.8 | 4.8 | 90.5 |
| 98 | 2 | 9.5 | 9.5 | 100.0 |
| Total | 21 | 100.0 | 100.0 | |

Based on the table above, it can be concluded that there were various kind of students' post-test vocabulary score. There were 4.8% or 1 student who got score 64, 9.5% or 2 students who got score 66, 4.8% or 1 student who got score 71, 4.8% or 1 student who got score 73, 4.8% or 1 student who got score 77, 4.8% or 1 student who got score 78, 14.3% or 3 students who got score 79, 9.5% or 2 students who got score 80, 4.8% or 1 student who got score 82, 4.8% or 1 student who got score 88, 9.5% or 2 students who got score 92, 4.8% or 1 student who got score 94, 4.8% or 1 student who got score 96, 4.8% or 1 student who got score 97, and 9.5% or 2 students who got score 98. There is clearly explained in the following histogram:

**Figure 4.7**

**Histogram for Post-test in Control Class**
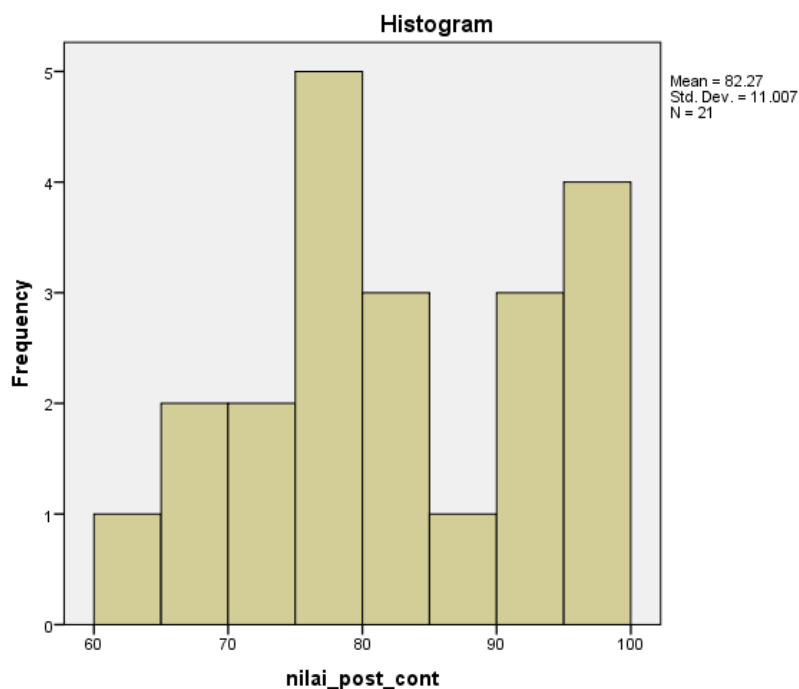
## C. Data Analysis

1. Assumption Test

    a. Normality Test

    Normality test is used to know the data from both group is normal or not, which examined comes from the population or distribution.[2] To know the test is normal or not the researcher was used Kolmogorov-Smirnov in SPSS 23 version program. If t-value > α (0.05) the data is normal. It can be seen the result of normality test by using Kolmogorov-Smirnov in the following table:

    1) Experimental Class Normality Testing

**Table 4.9**

**Experimental Class Normality Testing**

**One-Sample Kolmogorov-Smirnov Test**

|  |  | pre_test |
|---|---|---|
| N |  | 21 |
| Normal Parameters[a,b] | Mean | 72.71 |
|  | Std. Deviation | 7.524 |
| Most Extreme Differences | Absolute | .167 |
|  | Positive | .147 |
|  | Negative | -.167 |
| Test Statistic |  | .167 |
| Asymp. Sig. (2-tailed) |  | .130[c] |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From the calculation above, it can be seen that the value of sig. (2 tailed) was 0.130. It was higher than α (0.130 > 0.05). It could be concluded that the data was normal.

---

[2] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United State of America: Pearson Education, 2004), 20-21.

2) Control Class Normality Testing

**Table 4.10**

**Control Class Normality Testing**

**One-Sample Kolmogorov-Smirnov Test**

|  |  | pre_test |
|---|---|---|
| N |  | 21 |
| Normal Parameters[a,b] | Mean | 66.76 |
|  | Std. Deviation | 9.924 |
| Most Extreme Differences | Absolute | .148 |
|  | Positive | .133 |
|  | Negative | -.148 |
| Test Statistic |  | .148 |
| Asymp. Sig. (2-tailed) |  | .200[c,d] |

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the calculation above, it can be seen that the value of sig. (2 tailed) was 0.200. It was higher than $\alpha$ (0.200 > 0.05). It could be concluded that the data was normal.

b. Homogeneity Test

Homogeneity test was used to know before comparing some groups. Homogeneity is conducted to know whether the gotten data has a homogeneous variance or not.[3] The result of homogeneity test can be seen in the following table:

---

[3] Fitriani Dewi Ratna, The Effectiveness of Using Stop Motion Animation Students' Vocabulary Mastery of Seventh Grade at MTsN 5 Tulungagung, Thesis, (2019), 45. (http://repo.iain-tulungagung.ac.id/11630/&ved=2ahUKEwiZ-eD_2K_uAhUZXisKHYjZBpkQF jAAegQIAxAC& usg=AOvVaw0Z7jNfUpQdN4a Rc0Vcz_vm)

**Table 4.11**

**The Homogeneity of Variances**

**Test of Homogeneity of Variances**

Hasil Nilai B.Ing

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 3.239 | 1 | 40 | .079 |

Based on the table above, it showed that the value sig. was 0.079. It means that the value sig. was higher than $\alpha$ (0.079 > 0.05). So, it could be concluded that the data is homogeneous.

2. Testing Hypothesis

The researcher was testing the hypothesis with compare the score of post-test in experimental and control class. The result can be seen in the following table:

**Table 4.12**

**The Mean Score of Experimental and Control Class**

**Group Statistics**

|  | KELAS | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| NILAI | KLS A | 21 | 97.85 | 5.381 | 1.174 |
|  | KLS B | 21 | 82.27 | 11.007 | 2.402 |

From the table above, it can be seen that the students' who were taught by tic tac toe game strategy (experimental class) mean score is 97.85. Then, the students' who were not taught by tic tac toe game strategy (control class) mean score is 82.27.

**Table 4.13**

**The Calculation of T-test Independent Sample Test**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| NILAI | Equal variances assumed | 14.766 | .000 | 5.830 | 40 | .000 | 15.586 | 2.674 | 10.182 | 20.989 |
| | Equal variances not assumed | | | 5.830 | 29.045 | .000 | 15.586 | 2.674 | 10.118 | 21.053 |

According to Sutrisno, from table above, it showed that the result of $t_{test}$ was 5.830 and degree of freedom was 40. The value of significance 0.05 or 5% of $t_{table}$ of db = 40 was 2.021.[1] To interpret the data the researcher formulates the hypothesis as follow:

Ha : there is significant difference score between students who were taught by tic tac toe game strategy than students who were not taught by tic tac toe game strategy of the eighth grade students at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

Ho : there is no significant difference score between students who were taught by tic tac toe game strategy than students who were not taught by tic tac toe game strategy of the eighth grade students at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

The result of the research showed that $t_{test}$ was 5.830 and $t_{table}$ of db = 40 was 2.021. It means that the value of $t_{test}$ higher than $t_{table}$ (5.830 > 2.021). So, Ha was accepted and it can be concluded that there was significant difference score between students who were taught by tic tac toe game strategy than students who were not taught by tic tac toe game strategy.

## D. Interpretation and Discussion

According to Daniel, t-test is comparing the means on a continuous variable between two groups.[2] T-test is used to test a hypothesis and measure students' score of post-test. Based on calculation above, Ha was accepted. It can be seen that t-test or different coefficient of students who were taught by using tic tac toe game strategy and students who were not taught by using tic tac toe game strategy was 5.830. There are criteria of testing hypothesis as follows:

a. Ho (Null Hypothesis) was accepted if t-test is lower than t-table. It means that there was not significant difference.

---

[1] Sutrisno Hadi, *Statistik*, (Yogyakarta: Pustaka Pelajar, 2015), 276.
[2] Daniel Muijs, *Doing Quantitave Research in Education with SPSS*, (London: Sage Publications Ltd, 2004), 139.

b. Ha (Alternative Hypothesis) was accepted if t-test higher than t-table. It means that there was significant difference.

There is the way how to determine t-table by checking db (degree of freedom):

Db = [N (control class) + N (experimental class)] – 2

= (21 + 21) – 2

= 42 – 2

= 40

The t-table of db score of 40 was 2.021. It means that t-test higher than t-table (5.830 > 2.021). Daniel states if variances are more equal in dataset, the test should not be significant (sig. > 0.05) and if significance is less than 0.05 (sig. < 0.05), it has found a statistically significant difference between two groups.[3] According to Rini and Zainuddin, the application of tic tac toe game could effectively improve students' vocabulary because students to be interest in learning English especially in vocabulary. It had been proven by the result of observation.[4] In data above, the sig. is less than 0.05 (0.000 < 0.05). From the data above, it can be concluded that there was significant difference score in vocabulary mastery of students who were taught by tic tac toe game strategy and students who were not taught by tic tac toe game strategy.

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[3] Ibid, 133-134.

[4] Rini Susanti and Zainuddin, Improving the Students' Vocabulary Achievement by Applying Tic-Tac-Toe Game, *Journal of English Language Teaching of FBS UNIMED*, Vol. 2 No. 3, (2013), 9. (https://jurnal.unimed.ac.id/ 2012/index.php/eltu/article/view/668)

# CHAPTER V

# CLOSING

This chapter contains conclusion of the research result and recommendation.

## A. Conclusion

Based on the result of the data analysis in chapter four, it can be concluded that tic tac toe game strategy was effective in teaching vocabulary. It was because there was a significant difference score students who were taught by tic tac toe game strategy of the eighth grade students at MTs Ma'arif Al-Ishlah Bungkal Ponorogo. The mean of post-test in experimental class was 97.85 and the mean in control class was 82.27. It showed that the mean score of post-test in experimental class was better than control class. The result of this research showed that value of t-test was 5.830. This score is higher than t-table (5.830 > 2.021) in significant 0.05 with db = 40. So, it can be concluded that the students who were taught by tic tac toe game strategy got a higher score than students who were not taught by tic tac toe game strategy of the eighth grade students at MTs Ma'arif Al-Ishlah Bungkal Ponorogo.

## B. Recommendation

Based on the conclusion above, the researcher gives some recommendation as follows:

1. For English Teacher

Strategy is one of the way to teach students and create fun learning. One of the strategy is tic tac toe game. It is game that make students to enhance their vocabulary. Tic tac toe game is recommended to use in teaching vocabulary mastery. So, students feel enjoy and fun in joining the classroom. Tic tac toe game is expected to be useful for the english teaching particulary to help teacher or researcher to find out the alternative way of

teaching English as foreign language especially using tic tac toe game strategy to enhance students' vocabulary mastery.

2. For Students

The researcher expect that it will be enhance their vocabulary mastery and it will make them to become more active and more interest in English learning process.

3. For further readers

The researcher hopes the result of this research can be used for basic information for all readers. This research have purpose to enhance readers' knowledge about tic tac toe game and it can apply in teaching vocabulary.
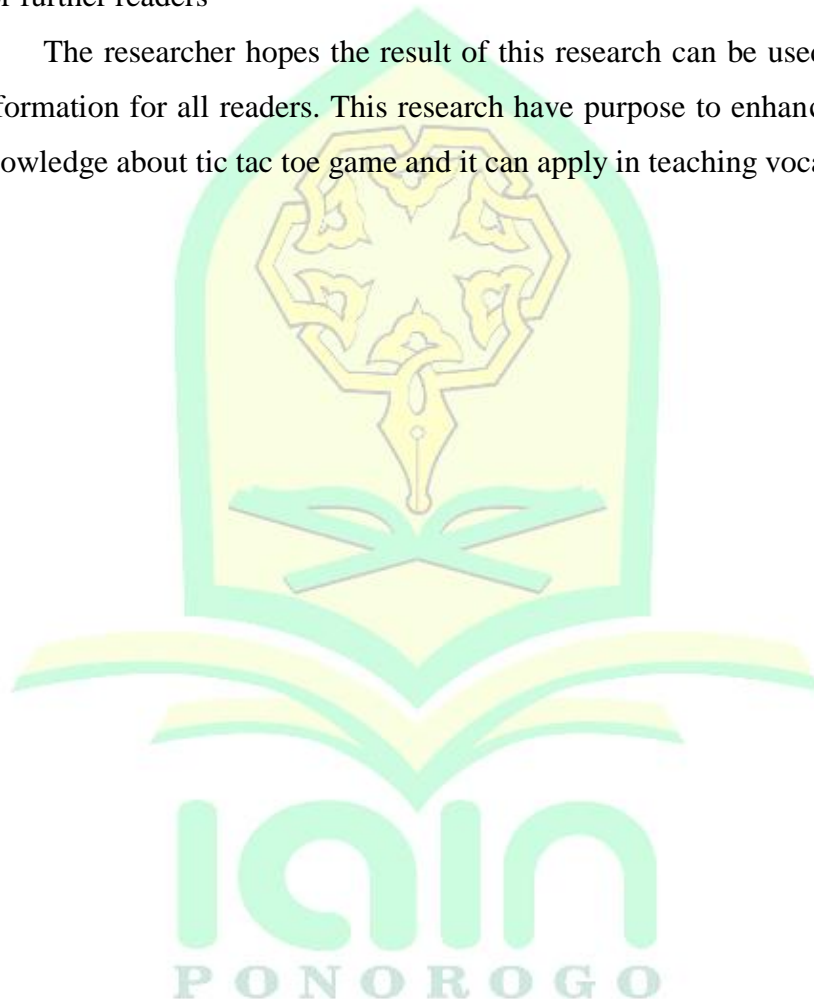
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