

**THE EFFECTIVENESS OF TIC TAC TOE GAME TO IMPROVE  
STUDENTS' SPEAKING ABILITY TO THE EIGHTH GRADE  
OF SMP UNISMUH MAKASSAR**



**SKRIPSI**

Submitted in partial fulfillment of the requirement for the degree of Sarjana  
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## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

Actually, after difficulty there is ease (QS. Al-insyirah:6)

.... وَمَنْ يَتَوَكَّلْ عَلَى اللَّهِ فَهُوَ حَسْبُهُ إِنَّ اللَّهَ بَالِغُ أَمْرِهِ

And whoever relies upon Allah, then he is sufficient for him. Indeed, Allah will accomplish his purpose (QS. At-talaq:3)

Trust your god Allah جَلَّ جَلَالُهُ for everything that you do and you will get anything

(The Researcher)

## DEDICATION

This skripsi is dedicated to:

My beloved mother (Siti Rohani)

My beloved father (Alm. Abd. Mustaking)

My lovely brothers and sister

My best friends

My classmate

## ABSTRACT

**Fitri Indah Sari.** 2018. *The Effectiveness of Tic Tac Toe Game to Improve Students' Speaking Ability to the Eighth Grade of SMP Unismuh Makassar.* Skripsi. English Department Education at Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Ummi Khaerati Syam as the first advisor, Herlina Daddi as the second advisor.

The main problem of this research was how effective is the use of tic tac toe game in improving students' speaking ability. In addition, this research aims to find out the use of tic tac toe game is effective to improve the students speaking ability to the eighth grade of SMP Unismuh Makassar.

The researcher used quasi experimental quantitative method as the research design that involved two groups. They were experiment class and control class. Furthermore, the population of the research was the eight grade of SMP Unismuh Makassar, and the total sample was VIII A<sup>1</sup> which consisted of 26 students represent as experiment class and VIII B<sup>2</sup> consisted of 23 students represent as control class that were taken by using lottery random sampling. This research used speaking test in term of pronunciation, comprehension, fluency, vocabulary and grammar that consisted of pre-test and post-test for both of classes and was analyzed the data through T-test formula.

The finding of the research showed that in pretest, the experiment class got lowest score 1465 score while control class the students got higher score 1475. Besides, after having treatment with tic tac toe game there was significant improvement of the students' score in post-test. The experiment class obtained higher score 2000, whereas control class obtained lowest score 1580. It means,  $H_0$  (null hypothesis) is rejected and  $H_a$  is accepted.

Based on the description above, it can be concluded that the use of tic tac toe game was effective in improving the students' speaking ability to the eighth grade of SMP Unismuh Makassar.

**Keywords:** Speaking Ability, Tic Tac Toe Game, Pronunciation, Fluency, Comprehension, Vocabulary, Grammar

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She has done the maximal efforts in process writing of this skripsi. However, the word of perfect can not be put on it. As consequence of her limited capacities. Although the researcher realize it can not finished without any help, guidance, and suggestion from all of people that has been participate.

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Finally, the researcher recognize that this skripsi is far being perfect. Hence, she will be appreciate for any suggestions, ideas and critiques that can make it better. Then she hope this skripsi will be useful for the readers and give contribution in teaching and learning process.

Makassar, Januari 2019

The researcher,

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## CHAPTER I

### INTRODUCTION

#### A. Background

Language is a method of human communicate and interact with each other. According to Wardhaugh that cited by Chalim (2010:14), language is a system of an arbitrary vocal symbol used for human communication. It means, we use language to communicate with the other person and to express our feeling or ideas. In human life, communication is very important to learn because they need to cooperate and interact with the other people in the world. In this era, English is the popular language that many people use it.

In Indonesia, English language has been teaching in the formal school, university, college, and another place. There are four skills that should be master in teaching and learning English namely listening, speaking, reading and writing. They are integrated with each other which speaking and writing are the ability to a product, also listening and reading are the ability to comprehend or receptive. Someone who wants to communicate with another one should have the ability in speaking.

Speaking is an important part that is how the students convey their ideas and make the other person understand what are they says. It is one of the basic ability that should be master by the student to communicate with their friends.

Speaking is an activity to express ideas, thought, and feeling in a spoken language. In speaking the students should be able to share information with their

friends orally. It means if the students able to communicate with the other, they can improve their ability and self-confidence in English language.

According to Brown, “speaking is an interactive process of constructing meaning that involves producing, accepting and processing information, (Jabbar , 2015).” In addition, speaking also is the action of delivering information or expressing someone’s thought or feeling in spoken English.

It seems that speaking is the action used to give or share the information with the other and express thought and feeling oral. Therefore, the researcher state that speaking is the activities of person or students to convey their thought, feeling, and ideas orally with the other person. Speaking is an important part that should be mastered by the students to improve the ability to communicate in their real life.

Therefore, the researcher chose speaking skill to be researched because it is one of valuable skill to teach, speaking has to explore ideas, opinion, and feelings to the listener. In other words, speaking can be said as a productive skill that involves one or more speaker and listener in the communicative situation. It is very essential to study and mastered by the students which make the students have an achievement to speak up or to interact with the others. There is a lot of ways to develop students’ speaking ability that can use in the class like games.

Game is a technique that can provide a real source of enjoyment in a daily learning activity. It can be described as a play which has a set of rules that will bring meaningful communication to the material and the students easier to

remember the material. Games also allow the students motivation and communicative in the classroom.

Furthermore, game is an effective way to help the students speak English well and more enjoyable. It can reduce boredom and make them enthusiastic in enhance students ability. The students can be active and compete with their friends for winning the game. However, the game that has chosen by the teacher must be suitable with the material would be given.

In addition, games can help shy students to shed their inhibitions and come up to the center of the classroom. Richard Amato, said that “Games can lower anxiety, thus making the acquisition of input more likely” (Rostampour, 2015). In other words, relaxed atmosphere which is created by using games students can remember things faster and better. They also enable students to acquire new experience within a foreign language which are not always possible during a typical lesson.

The aim of this research was to improve students’ ability in speaking. Based on the researcher experience after having teachers’ training (P2K) to the eighth-grade students of MTs Guppi Bontomanai in Bulukumba, the researcher found the teacher often teach reading and writing that assume it is a more quiet and effective condition for students in teaching learning process whereas speaking obtained less proportion. Consequently, the students consider that speaking is not essential to study. Besides, the teacher taught speaking skill through monotone technique and asked the students to pay attention to the textbook, answer the questions and practice the dialogue from the book.

In addition, the researcher also found that the students are not active and uninterested in the learning activity. They feel shy and anxious to speak up as well as afraid of having a mistake or incomprehensible in speaking. The ability to speak up is very essential for the students in this millennial era. To promote the students to become better future generation, it is important to improve students' speaking ability. Therefore, the teacher should give an understanding of the essentials of speaking and make an enjoyable atmosphere in the teaching-learning process that can increase the student interest of it. The teacher can create active and effective learning speaking activities through tic tac toe game.

Tic tac toe game is a type of board games which is a play on the board or paper that has three rows and three columns. Afterward, the students are asking to make a relationship in three lexical items in vertical, horizontal or diagonally row and wins the game.

Tic tac toe game also calls sign noughts (O) and crosses (X). In this game, the teacher should divide the students into two teams, one of them represent as noughts team and the other as a cross team. The students should compete with the opposite team if they want to be the winner.

There are some researchers that have found about the effectiveness of tic tac toe game on students' speaking ability. One of them is defined that "tic tac toe Game is a board game that using sign noughts and cross." The researcher uses this game because the game is kind of competition and they are allowed in a collaboration with their friends or individual, so the students have the motivation to defeat their friend with collaboration in a pair or individual. Besides, the



researchers used CAR (class action researcher) as a method in his research and the data collected through a speaking test by using formula Mean score. The researcher implemented in four stages such as planning, acting, observing and reflecting that the validity of the test, he took e.g. speaking competence standard and the expression of describing someone or something. Therefore the use of tic tac toe game is effective in improving students' speaking ability by developing students' activeness in retelling story which is the story must be in order based on tic tac toe game rules. The students who often did tic tac toe game, it will enhance their speaking and their confidence as well, they also are able to speak English fluently. (Jabbar, 2015)

Based on the statement above, the researcher investigated how significant the use of tic tac toe game to be an effective strategy for improving students' speaking ability. The researcher used quasi-experimental quantitative research and collected the data by giving pretest, treatment, and posttest in two groups. One group as the experimental group and the other group as the control group. This research had one independent variable that was the use of tic tac toe game, and one dependent variable which was the students' speaking ability.

## **B. Problem Statement**

Based on the background, the problem in this research as follow: “Is the use of tic tac toe game effective in improving students' speaking ability?”

## **C. The objective of the Research**

This research would be carried out to determine: “Whether the use of tic tac toe game is effective to improve students’ speaking ability or not.”

#### **D. Significant of the Research**

The result of this research is expected to be useful for some people such as the students, teachers, institute, and the next researchers. First, the students can be expected to help them learn English well, more enthusiast and enjoyable. Second, the teachers can be expected to applying tic tac toe game in their teaching-learning process. The last, the next researchers can be used as a reference that related to her/his research.

#### **E. The scope of the Research**

The scope of this research is to improve the students’ speaking ability in term of pronounciation, vocabulary, grammar, fluency, and comprehension through tic tac toe game.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Preview of Related Literature**

In order to gain an understanding of this research, the researcher delivered several relevant studies. The first research has been done by Chalim (2010), the student of English Department of Tarbiyah Faculty in IAIN Walisongo Semarang. The title of her research is “using tic tac toe game to improve students’ understanding on simple past tense”. The objective of this research that was to find out the improvement of students' understanding on simple past tense in MTs Nahjatus Sholihin Kragan Rembang and the subject of her research were 36 students. The result after applying classroom action research through three cycles showed that by using tic tac toe game in teaching simple past tense there was significant improvement the students’ understanding on it.

The second research is carried out by Hamidah (2015). The title of her research is “the effectiveness of using combination of modified game tic tac toe and jumble word to teach English vocabulary of descriptive text”. The objective of her research that was to enrich students’ vocabulary of descriptive text in SMP Negeri 1 Cerme, and there were 34 students as the subject. The researcher applied

experimental quantitative which were divided into the experimental and control group. The result after conducting pre-test and post-test indicated that using a combination of modified game Tic Tac Toe and Jumble Word there was significant enrichment the students' vocabulary mastery of descriptive text.

The third research is conducted by Jabbar (2015) from Muhammadiyah University of Jember. The title of his research is "improving the tenth-grade students' speaking ability by using tic tac toe game." The objective of his research that was to improve the students speaking ability of tenth grade at SMA Muhammadiyah 3 Jember. The researcher used classroom action research in two cycles which there were 30 students as the participants. He was stated that by using tic tac toe game through retelling story there was a significant improvement of the students' ability in speaking.

The fourth research has been done by Rostampour (2015), the student of English Department in Islamic Azad University of Abadeh Branch Iran. The title of his research is "the effect of game tic tac toe and flashcards on zero beginners' vocabulary learning". The objective of his research that was to assess the effect of two kinds of games for developing students' vocabulary learning in Children department at Iran Language Institute. The researcher used experimental quantitative which divided into experimental and control group and there were 50 students as the research participants. The result after conducting participants' demographic sheet, pre-test, and post-test that have analyzed by using SPSS. It showed that there was a positive effect to improve students' vocabulary learning.

The last research has been finished by Susanti (2013). The title of her research is “improving the students’ vocabulary achievement by applying tic tac toe game”. The researcher used classroom action research through two cycles and there were 36 students as the participants in SMP Negeri 1 Payung. The result after taking the data with observation sheets, questionnaire sheets, and vocabulary test showed that there was a significant improvement of the students’ vocabulary achievement, also improve students’ motivation and interest in learning English.

Based on the review of literature above, the researcher strongly supports the research that they have done which tic tac toe game is the effectiveness games in order to make students be able in speaking. However, there is a significant difference between previous researchers and this research. In this research, the researcher used a quasi-experimental as the research design and focus on speaking material about the students’ daily activity and descriptive text through tic tac toe game. Therefore, this research would be observed whether the use of tic toe game in English learning is effective to improve students’ speaking ability.

## **B. Theoretical Description**

### **1. Definition of Speaking**

In teaching learning English there is four skill that needs to study and mastery, they are listening, reading, writing and speaking. Speaking is the ability to express and to use English language orally in order to deliver the correct vocabulary and ideas. It also involves other components such as communicative performance, pronunciation, intonation, vocabulary, and grammar. In Wela’s

Journal (2013:2), Caroline said that speaking is a basic oral communication among people in society. It seems that the students should establish their speaking proficiency to be able to communicate and achieve the target language.

Based on curriculum 2013, the aim of speaking can create the students be capable to express meanings in transactional, interpersonal, and functional which is closest to their lives and their daily activities at home, school, and society concretely and imaginatively. The students who have learned English especially for speaking, it should be helpful for themselves and practice in their daily conversation. Hence, to be a good speaker, the students should mastery pronunciation, grammar, and vocabulary, because it is very important to build their own idea.

Speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means when the speaker talks to the listener, they are trying to make communication run well and be able to understand each other. They also require to know how to use the language in the context.

Richards (2008:19), defined that mastery speaking in English learning is a priority for many second languages or foreign language learners. As a consequence, the students often estimate their achievement in language learning, as well as the performance of their own English course, depends on how much the students assume they have enhanced in their spoken language proficiency.

Based on the definition above, the researcher can conclude that speaking is the ability to deliver meaningful ideas, feelings, minds, and opinion from the

speaker to the listener for giving and taking information, knowledge, and something as they need of it. To be competent to do this, the students must have adequate knowledge about the sound, vocabulary, grammar, and the other system of English language. They also should have the abilities to exchange their direction of thought or ideas on the basis of the other responses. It purposed that speaking is important to achieve a great future for education and the real life of daily communication.

### **1.1. The Components of Speaking**

There are some components that the teacher need to know when they will teach speaking. It can be taken as guidance to have a good speaking ability. They are pronunciation, vocabulary, grammar, comprehension, fluency.

- a. Pronunciation refers to the ability to produce an easily comprehensible pattern of language. It is an important component in speaking because speaking deals with the production sounds. The students who want to make a successful communication, they need to be able to convey a clear message or idea for the listeners.
- b. Vocabulary is an important component of language proficiency that involve the basis of the correct students' speak, listen, read and write. By mastering vocabulary the students can create a capability to speak fluently and accurately. It is also defined as a set of lexemes, include single words, compound words, and idioms that are usually used in spoken language.
- c. Grammar defined as the students' ability to arrange structure and grammatical form of language either oral or written form. It will make the

students comprehend the rules of a well-arranged group of words that will be using it.

- d. Comprehension is the ability to make the listener fully understand the speakers' intention and general meaning. It is allowed to the students' understanding about what are they saying to the listener to keep away of misunderstanding information while the listeners easily to gap information or knowledge. Therefore, the teacher should be able to know whether the students understand or not to the lesson.
- e. Fluency refers to the ability to speak communicatively and accurately. It involves smoothness of flow, the rate of speech, distributing hesitation, connectedness, etc. The students can express oral language without interruptions or hesitations.

## **1.2. Teaching Speaking Ability**

Speaking ability is the ability to express oneself in a life situation, or the ability to transferring act or situation inappropriate words to deliver a sequence of ideas fluently. It means that speaking is one of the crucial abilities to use a language. A successful teaching speaking depends on interactive discourse within the speakers that is the communication between teachers and students or students with the other in the classroom.

Teaching speaking means how to use the language for communication, for transferring ideas, thought or even feeling to other people. In addition, the languages as an activity that allows people to communicate with the other. It is



clear that we can not only teach what will be spoken but also the situation what we deal with the context. The teacher that teaches speaking by carrying out the students in a certain situation when the topic is being talked about. The topic must be familiar with the students therefore what the ideas have an oral command of the language need to describe the topic.

Brown (2001:251) explains that in teaching the English language there are some types of spoken language such as monologue and dialogue.

a. Monologue

In a monologue, there is one speaker use spoken a language for any length of time, such as in lectures, speeches, news broadcasts, etc. Thus, the listeners only give attention to the presentation without interruption. Monologues are divided into two such as planned and unplanned monologs. Planned monologues are hard to comprehend because they mostly manifest little redundancy such as speeches and prewritten materials. Otherwise, unplanned monologues are not difficult to comprehend because of manifest more redundancy, but the existence of more performance variables and other hesitations can either help or obstruct comprehensions such as lectures and long stories. It means monologue involve one speaker and non-interactive communication, the listeners need to concentrate on the speaker.

b. Dialogue

Dialogue engages two or more speakers and it can be divided into two parts e.g. interpersonal and transactional conversation. Interpersonal conversation is defined to maintain the social relationship among the participants, and

transactional conversation is purposed to deliver factual information. In this case, the participants give and take knowledge or background information. If the participants know each other therefore it is not difficult to make assumptions and meanings to comprehend the conversation. On the other hand, if the participants do not know each other, they should explain explicitly to avoid a misunderstanding during the conversation.

In brief, the researcher assumes that in teaching speaking, the teacher should give the opportunity to the students that they will get real thing because any single utterance usually reflects the communication of speakers without being shy or afraid to express their ideas, experience or feeling.

An interesting classroom teaching-learning activity has a contribution to make a comfortable atmosphere and be relaxed by using a good technique. One of a good technique in teaching through a game.

## **2. Games**

Game is a fun activity. Design fun learning is better for the students to become creative and active in learning than monotone or conventional learning. It because most of them like playing games. Games will provide and encourage the students' interest, enthusiastic and enjoyable in their activities. It is very suitable to use in the teaching-learning process.

Hadfield in Lia's journal (2015:37) state that game is an activity with rules, a goal and the element of fun. It means games can be defined as a play which is control by a set of rules, reduces boredom, and make a real-life situation.

As well as games also can be allowed to practice the students' oral communication. In addition, the students probably take the risks without feel failure if they are making a mistake and solve their feeling, it happens when getting fun and comfortable in learning.

Based on the description above, game is an effective way to practice English language especially for students' speaking ability that has an effect in their daily activity. Games promote a comfortable atmosphere in the teaching-learning process that can encourage students more enthusiast and excited in speaking. It helps the teacher to make a meaningful and useful language contexts. The students should participate and gain a challenge being able to speak and understand what the others talk. In consideration of this statement, the researcher will use a tic tac toe game in this research.

### **1.1. Advantages and disadvantages of game**

There are some advantages the use of the game in the teaching-learning process such as give the enjoyable and fun situation in learning, encourage motivation, attention and active participation in the lesson, then build a students' confidence, as well as be responsible to face the challenge.

Besides, a game is effective to use in the classroom because its stimulate interaction, the language learning to be more meaningful, memorable and easy to understand, also provides language practice for all of the skill.

Meanwhile, disadvantages of games need a long time for the preparation, sometimes the students feel confused, and the teacher can obtain disturbance if

they can't manage the class to be conducive and choose an appropriate game for the lesson.

### **1.2. Criteria of Good Games**

There are several criteria as a good game. A good game must fulfill as follows:

- a. Have a clear instruction, the procedures, the aim of the game, and the main language focus for the students.
- b. Should involve pair or group work that actively participate and work together.
- c. Should try out before they are applied in the classroom.
- d. Should include group monitoring it cause student always correcting each other.
- e. Should be played objectively.
- f. Estimate the language levels and students interest.
- g. Should be given by presenting an affirmation before they begin.

### **3. Tic Tac Toe Game**

Tic tac toe game is board game use sign nought and cross. It can be played with a pair work or the teacher can give instruction for dividing the students into two groups which are they should cooperate with their group but should be competing with the opposite group.

Tic tac toe game can be performed by using the board or paper through write nine grids on it. Then each grid is written several words that each player has

to make sentences depend on the instruction. If they are correct, their group can put nought (O) or cross (X) on the square horizontal, vertical or diagonal. One group represent as nought (O) and the other one as cross (X) group.

Noughts and crosses is a game that has been played in the United Kingdom for several centuries, even accurate history looks to be unknown. The game is becoming popular as tic tac toe in Americans. It perhaps the ancient Roman game of Terni Lapilli was an equal game even though the evidence is significantly mixed. It is surely true that equal grids to the noughts and crosses grid have been establishing scratched and etched into the surface in the ancient Roman Empire. It assumes that Terni Lapilli has played with simple pieces and also has the same rules.

According to Wikipedia that cited by Wela (2013:3), tic tac toe game also called noughts and crosses which is use a pen and paper for two players (O and X) that take the turn to mark spaces 3x3 grid. The players who can put three of their own marks in horizontally, vertically or diagonal row can win the game. It this a familiar child's games that can be easy to apply for English classroom and the teacher enables to practice of a particular language.

### **3.1. The procedure of Tic Tac Toe Game**

#### **a. Pre-teaching activity**

In this stage, the teachers should introduce the topic of the lesson, build the students' knowledge and pay attention to the materials.

### **b. Whilst-teaching activity**

This stage the teachers explain the purpose of the tic tac toe game which is to motivate the students to be active and be able to speak English, the teachers also convey the material about simple present tense and the rules of the game. Then the students divided into two teams or groups, one represents as nought (O) teams and the other team represents as a cross (X). The teacher will make nine grids on the blackboard and write some phrases in the grids. The students can choose the phrase and make a sentence orally if their team want to be a winner, they must choose a phrase horizontally, diagonally or vertically in three rows and compete with the opposite team.

### **c. Post-teaching activity**

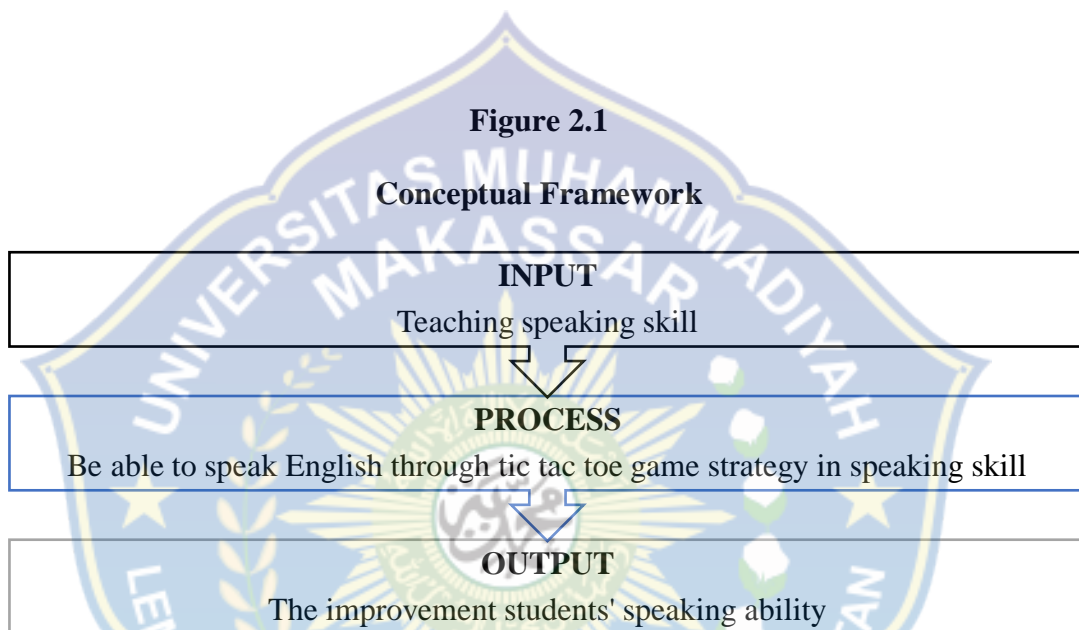
This is the final stage, the teachers assess the students' progress and evaluate the students speaking ability.

## **3.2. The advantages of Tic Tac Toe Game**

The use of tic tac toe game will provide a purposeful context for students to be active and confidence in speaking. They also become an enthusiast for facing a competitive environment and encourage students to be cooperative with their friends.

## **C. Conceptual Framework**

The focus in this research is to find out the effectiveness of tic tac toe game to improve the students' speaking ability in learning English. The framework underlines this research is presented in the following diagrams:



The diagrams above consisted of input, process, and output. Input refers to the teaching English speaking materials like a short monolog of descriptive text and students' daily activity. Meanwhile, process refers to the implementation of the input in the classroom, namely the teaching-learning process by tic tac toe game. Furthermore, output refers to the students' ability to speak English.

#### **D. Research Hypotheses**

The researcher assumes that the use of tic tac toe game is effective to improve the students' speaking ability.

- a.  $H_0$ : There is no significant effective of the use of tic tac toe game in improving the students' speaking ability.
- b.  $H_a$ : There is significant effectiveness of the use of tic tac toe game in improving the students' speaking ability.

**CHAPTER III**  
**RESEARCH METHOD**

**A. Design of the Research**

In this research, the researcher used a quasi-experimental quantitative approach as the research design. The research design used for analyzing the statistical data of students by using pre-test and post-test. Then the score was analyzed whether tic tac toe game is effective in improving students' speaking ability. The researcher also used two classes e.g. experiment and control class. Experiment class is a class that was given treatment by using tic tac toe game, whereas the control class is a class that was given conventional taught. The research design was described as follow:

**Table 3.1**

**The Research Design**

<b>Group</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
E	$Y_1$	X	$Y_2$



C	Y <sub>1</sub>	-	Y <sub>2</sub>
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Where:

E: Experimental group

C: Control group

Y<sub>1</sub>: Pretest

X: Treatment

Y<sub>2</sub>: Posttest

### **B. Research Variables**

In experimental research, there are two variables that have to correlate each other. It was an object of the research and also became an important part.

Therefore, the research variables defined as follow:

#### 1) Independent variable

The manipulated variable is called an independent variable. Tic tac toe game as an independent variable in this research.

#### 2) Dependent variable

The observed and measured variable is called a dependent variable. In this research the students' speaking ability as a dependent variable.

### **C. Population and Sample**

#### 1) Population

This research was conducted at SMP Muhammadiyah Makassar. There were five classes of the eight grade students' of SMP Muhammadiyah Makassar as the population. The total number of population consisted of 121 students which have two classes of VIII A and three class of VIII B. Class VIII A<sup>1</sup> consisted of 26

students, class VIII A<sup>2</sup> consisted of 26 students, class VIII B<sup>1</sup> consisted of 23 students, class VIII B<sup>2</sup> consisted of 23 students, and class VIII B<sup>3</sup> consisted of 22 students.

## 2) Sample

Sample is a small group that want to observed. In this research, the researcher only used two classes as the sample of the research. Besides, the researcher used simple random sampling. It means that was selected of the students through the lottery method, the researcher randomly picks numbers each class by writing five numbers on pieces of paper. Then pieces of paper would be folded and mix into a box, the first piece of paper that was exit from the box e.g. VIII A<sup>1</sup> class served as the experiment class and the last that was exit e.g. VIII B<sup>2</sup> served as the control class.

## D. The Research Instrument

In this research, the researcher used an oral test as the instruments to collect the data. The test is an instrument to collect the data that is a set of question or treatment it would be applied to measure the skill of knowledge and the ability by individual or own group. The form of the test used a monolog in term of pronunciation, vocabulary, grammar, fluency, and comprehension. The researcher used pre-test that was given to the students to assess their speaking ability for telling daily activities and descriptive text before giving treatment by using tic tac toe game. Meanwhile, post-test also was given to the students to assess their speaking ability to tell daily activities and descriptive text orally after the treatment.

## **E. The procedure for Collecting Data**

The procedure for collecting the data in this research was used speaking test. It consisted of pre-test, treatment, and post-test. This procedure was organized as follow:

### **1. Pre-test**

The researcher delivered pretest to the students before did the treatment, as well as for experiment class and control class. The pre-test was given at the beginning or the first meeting which the students asked to create a short description of people and things as well as about the students' daily activity. This test was held for both classes to measure the students' basic ability in speaking.

### **2. Treatment**

Afterward, the next meeting the researcher was given treatment by using tic tac toe game in experiment class and conventional taught in control class. The treatment was held for both class that taken in four times. The procedures of treatment as follow:

#### **a. Experiment Class**

In experiment class, the researcher applied tic tac toe game. Tic tac toe game is called noughts (O) and crosses (X) that plays by two players or two groups, where one player as a nought team and the other as a cross team. Each team should be competing with the opposite team for winning the game which the students asked for describing people, things and telling students' daily activity orally. The researcher did the treatment for four time in order to find out the

results of the use of this treatment is effective for experiment class than control class to improve students' speaking ability.

b. Control Class

The control class was given conventional taught e.g. change pairs in four times. The researcher delivered the same material with experiment class which the students asked to create a short description about people, things and their daily activities orally. It aims to carry out the differences of the students' score between experiment class and control class.

**3. Post-test**

After having treatment, the researcher was given post-test for the experiment class and control class. This post-test was held in the last meeting which the students' asked to create descriptive text orally and telling students' daily activities. The posttest was done in order to know the difference scores of the experiment class who has the higher score than control class.

**F. The technique of Data Analysis**

The form of the test that used an oral test in term of pronunciation, vocabulary, grammar, fluency, and comprehension while for assessing the students' speaking test, the researcher used a scoring rubric as follows:

**Table 3.2**

**The Scale for Assessing Speaking Test**

- 1) The table for pronunciation scoring

Categories	Score	Criteria
<b>Pronunciation</b>	5 (95-100)	The students can pronounce the words very well.
	4 (85-94)	The students can pronounce the words well.
	3 (75-84)	The students can pronounce the words adequate enough.
	2 (65-74)	The students can pronounce the words frequently unintelligible.
	1 (below 65)	The students can pronounce the words poorly.

2) The table for fluency scoring

Categories	Score	Criteria
<b>Fluency</b>	5 (95-100)	The student is able to continue speech without too much hesitation.
	4 (85-94)	The student's fluency is having a little disruption by language problem.
	3 (75-84)	The students make a lot of mistakes in the language problem.
	2 (65-74)	The students often doubt and stop because of limited language.
	1 (below 65)	The students often break off and stop while conveying speech.

3) The table for comprehension scoring

Categories	Score	Criteria
<b>Comprehension</b>	5 (95-100)	The students comprehend the speech well and the content is clear.
	4 (85-94)	The students comprehend the speech in all although there is repeating in a certain part.
	3 (75-84)	The students comprehend the speech but there are some repetitions.
	2 (65-74)	The students comprehend enough the speech but difficult to replay what their friends said.
	1 (below 65)	The student does not comprehend although in simple speech.

4) The table for vocabulary scoring

Categories	Score	Criteria
<b>Vocabulary</b>	5 (95-100)	The student has board vocabulary.
	4 (85-94)	The student has an adequate vocabulary.
	3 (75-84)	The student has good enough vocabulary.
	2 (65-74)	The student has a limited vocabulary.

	1 (below 65)	The student has a very limited vocabulary.
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5) The table for grammar scoring

Categories	Score	Criteria
<b>Grammar</b>	5 (95-100)	The student has very good grammar.
	4 (85-94)	The students' error in grammar is quite rare.
	3 (75-84)	The students' grammar is good enough, able to speak the language with sufficient structural.
	2 (65-74)	The students' construction of grammar is quite accurate but does not have thorough or confidence control.
	1 (below 65)	The students' error is frequent but the content still understood.

\*The scale for assessing speaking test was adopted from (Hidayana, 2017)

After collecting the data, the researcher analyzed the data through statistical analysis in Microsoft excel 2013. The researcher compared the students' score of pre-test and post-test in experiment class and control class. Moreover, T-test was used for analyzing the data. T-test is a statistical method that is used to know whether there was a significant difference of the students score in speaking ability between the students who are taught by using tic tac toe game and

conventional technique. As well as to know whether the use of tic tac toe game is effective in improving students' speaking ability.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher would be present the data of the research. It consisted of the data description, hypothesis testing, and discussion.



## A. Research Finding

### 1. Data Description

The finding of the research is based on the result of data analysis. The data analysis was used to collect the data by giving a speaking test. It consisted of pre-test and post-test for experiment class and control class. The pretest was given to determine the students' speaking ability before applying the treatment and post-test was given to find out the improvement of the students' speaking ability after offering the treatment. The data was described as follow:

#### 1.1. The Students' Speaking Score in Experiment Class

Table 4.1

The Students' Speaking Score in Pretest and in Post-test

No.	Code	Pre-test	Post-test	Gained Score
1.	X-01	40	70	30
2.	X-02	45	70	25
3.	X-03	50	70	20
4.	X-04	65	80	15
5.	X-05	45	70	25
6.	X-06	75	95	20
7.	X-07	60	75	15
8.	X-08	55	75	20
9.	X-09	40	70	30
10.	X-10	70	95	25
11.	X-11	55	28 70	15
12.	X-12	65	80	15
13.	X-13	50	70	20
14.	X-14	70	90	20
15.	X-15	45	70	25
16.	X-16	65	85	20
17.	X-17	60	70	10
18.	X-18	50	70	20

19.	X-19	70	90	20
20.	X-20	55	70	15
21.	X-21	70	95	25
22.	X-22	50	70	20
23.	X-23	45	70	25
24.	X-24	55	75	20
25.	X-25	50	70	20
26.	X-26	65	85	20
<b>Σ</b>		<b>1465</b>	<b>2000</b>	<b>535</b>
<b>Mean</b>		<b>56.35</b>	<b>76.92</b>	<b>20.58</b>
<b>Max</b>		<b>75</b>	<b>95</b>	<b>-</b>
<b>Min</b>		<b>40</b>	<b>70</b>	<b>-</b>

Based on table 4.1, showed the score from 26 students as the experiment class of VIII A<sup>1</sup> grade in pretest and post-test. The total of students' score in pretest was 1465 with the mean score was 56.35. However, the students' got the lowest score was 40 while the highest score was 75 before giving treatment through a tic tac toe game.

Afterward, the total of students' score in post-test was 2000 with the mean score was 76.92. The lowest score was 70 and the highest score was 95. It can be seen that post-test gained the highest score than pretest.

**Chart 4.1**

**The Results of the Students' Speaking Score in Experiment Class**

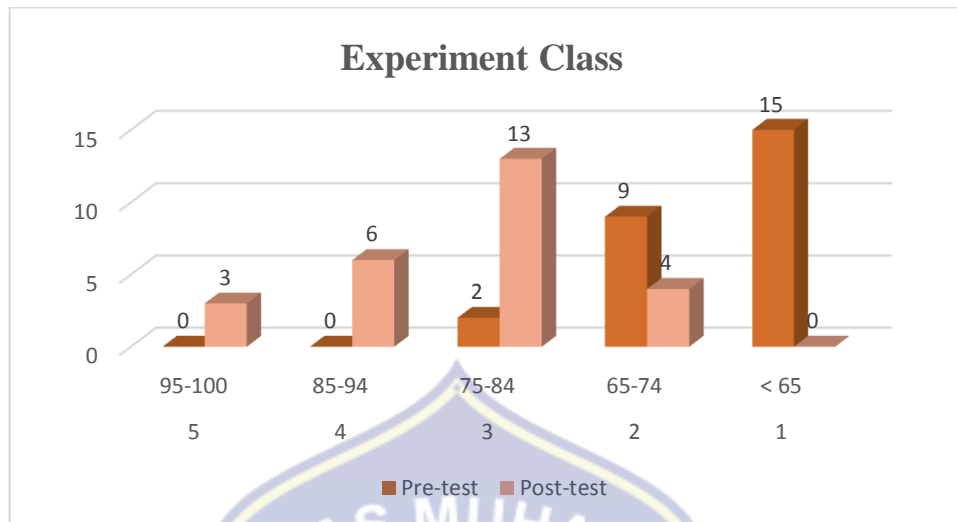


Chart 4.1 above demonstrated that in pretest score, there were 9 students who got a score in range 65-74, 2 students got a score in range 75-84 and 15 students who got a poor score below < 65. While in post-test score there were 4 students got a score in range 65-74, then range 75-84 there were 13 students, 6 students gained score in range 85-94, and 3 students who got a score in range 95-100. As the result of the test, it occurred the improvement of the students' score in post-test than pretest through tic tac toe game in experiment class.

### 1.2. The Students' Speaking Score in Control Class

Table 4.2

The Students' Speaking Score in Pretest and in Post-test

No.	Code	Pre-test	Post-test	Gained Score
1.	Y-01	75	75	0
2.	Y-02	50	60	10
3.	Y-03	55	60	5
4.	Y-04	75	70	-5
5.	Y-05	70	80	10
6.	Y-06	75	75	0
7.	Y-07	65	60	-5

8.	Y-08	70	70	0
9.	Y-09	60	65	5
10.	Y-10	75	85	10
11.	Y-11	60	65	5
12.	Y-12	45	60	15
13.	Y-13	70	65	-5
14.	Y-14	50	60	10
15.	Y-15	65	65	0
16.	Y-16	70	70	0
17.	Y-17	65	70	5
18.	Y-18	45	60	15
19.	Y-19	75	85	10
20.	Y-20	55	60	5
21.	Y-21	70	70	0
22.	Y-22	60	70	10
23.	Y-23	75	80	5
<b>Σ</b>		<b>1475</b>	<b>1580</b>	<b>105</b>
<b>Mean</b>		<b>64.13</b>	<b>68.70</b>	<b>4.57</b>
<b>Max</b>		<b>75</b>	<b>85</b>	<b>-</b>
<b>Min</b>		<b>45</b>	<b>60</b>	<b>-</b>

Table 4.2 above presented the score from 23 students in control class of VIII B<sup>2</sup> grade in pretest and post-test. The sum of the students' score in pretest was 1475 with a mean score of 64.13. Whereas the lowest score was 45 and the highest score was 75.

Besides, the sum of the students' score in post-test exposed that was 1580 score with a mean score of 68.70. While the lowest score was 60 and the highest score was 85. It means, there was a significant effect of the use of tic tac toe game in students' speaking learning activity.

#### Chart 4.2

#### The Students' Speaking Score in Control Class



From chart 4.2 demonstrated that the students' score in pre-test obtained the lowest score. It could be seen in the range < 65 there were 9 students, 8 students' got a score in the range 65-74, and 6 students gained score in range 75-84. Furthermore, there was no significant difference between the students' score in pretest and post-test which 7 students gained score < 65. There were 10 students got a score in range 65-74, 4 students gained score in range 75-84, and 2 students got a score in range 85-94. It can be defined that tic tac toe game was effective to apply in the teaching-learning process than change pairs method especially in speaking ability.

**Table 4.3**

## Variance and Standard Deviation of pretest and post-test in Experiment

### Class (X) and Control Class (Y)

Group	Total Score	Mean	Variance	Std. Deviation
X1	1465	56.35	107.12	10.35
X2	2000	76.92	86.15	9.28
Y1	1475	64.13	101.48	10.07
Y2	1580	68.69	66.4	8.15

From table 4.3 described that in the experiment class of the student's pretest obtained 1465 score, the mean score was 56.35, the variance was 107.12 and got 10.35 of standard deviation score. While in post-test, the students got 2000 score, the mean score was 76.92, the variance was 86.15 and the standard deviation obtained 9.28. Besides, in control class of the students' pretest was 1475, the mean score got 64.13, the variance score was 101.48 and the standard deviation got 10.07 score. Whereas in post-test, the students obtained 1580 score, the mean score was 68.69, the variance score got 66.40 and the standard deviation was 8.15 score.

## 2. Hypothesis Testing

This part, the researcher has analyzed the gained score of experiment class (X) and control class (Y) to get the significance of the effectiveness of tic tac toe game in improving the students' speaking ability. The gained score was obtained through pre-test and post-test the both of classes. Furthermore, Microsoft Excel

2013 was used to measure the test. Then, the results of the test were described as follows:

**Table 4.4**  
**Gained Score in Experiment Class (X) and Control Class (Y)**

<b>Group</b>	<b>Pre-test Mean</b>	<b>Post-test Mean</b>	<b>Gained Score</b>	<b>Difference Mean</b>	<b>Variance</b>	<b>Std. Deviation</b>	<b>Std. Error</b>
<b>Experiment</b>	56.35	76.92	535	20.57	22.65	4.76	0.93
<b>Control</b>	64.13	68.69	105	4.56	36.17	6.01	0.19

Table 4.4 above, explained that statistical calculation of gained score in experiment class and control class. The students' gained score of experiment class (x) was 535, and control class (y) gained score was 105, with difference mean of the experiment was 20.57 and control got 4.56 score. Then, the standard deviation of (x) was 4.76 and (y) was 6.01 score. The value of standard error in (x) obtained 0.93 and (y) got 0.19.

### **2.1. Normality Test**

The researcher was done normality test and homogeneity test. The normality test was used to verify whether the pretest and post-test of experiment and control class were normally distributed or not. The normality test was tested by using Z test of Microsoft Excel 2013. The procedure was defined as follow:

**Table 4.5**  
**Normality Test of the Students Pre-test in Experiment and Control Class**

	<i>Experiment Class (X<sub>1</sub>)</i>	<i>Control Class (Y<sub>1</sub>)</i>
<b>Mean</b>	56.35	64.13
<b>Known Variance</b>	107.12	101.48
<b>Observations</b>	26	23
<b>Hypothesized Mean Difference</b>	0	
<b>Z</b>	2.665	
<b>P(Z&lt;=z) one-tail</b>	0.004	
<b>z Critical one-tail</b>	1.645	
<b>P(Z&lt;=z) two-tail</b>	0.008	
<b>z Critical two-tail</b>	1.960	

Table 4.5 showed that the value of normality in a pretest of the experiment class and control class obtained 2.665 with significant 0.05 while critical value got 1.960. It means distribution data of pretest in both of classes is normal. Because z value was higher than z critical ( $2.665 > 1.960$ ).

**Table 4.6**

**Normality Test of the Students Post-test in Experiment and Control Class**

	<i>Experiment Class (X<sub>2</sub>)</i>	<i>Control Class (Y<sub>2</sub>)</i>
<b>Mean</b>	76.92	68.70
<b>Known Variance</b>	86.15	66.4
<b>Observations</b>	26	23
<b>Hypothesized Mean Difference</b>	0	
<b>Z</b>	3.304	
<b>P(Z&lt;=z) one-tail</b>	0.000	
<b>z Critical one-tail</b>	1.645	
<b>P(Z&lt;=z) two-tail</b>	0.001	
<b>z Critical two-tail</b>	1.960	

Table 4.6 above, described that the value of normality in post-test of the experiment class and control class obtained 3.304 with significant 0.05, whereas critical value got 1.960. It means distribution data of post-test in experiment class



and control class gained normally distributed. Because z value was bigger than z critical ( $3.304 > 1.960$ ).

## 2.2. Homogeneity Test

Homogeneity test was used to check whether data post-test of experiment class and control class was homogenous or not. It was calculated by using F table in Microsoft Excel 2013. The calculation was presented as follow:

**Table 4.7**  
**Homogeneity Test of the Students Data in both of classes**

	<i>Experiment Class</i>	<i>Control Class</i>
<b>Mean</b>	20.58	4.57
<b>Variance</b>	22.65	36.17
<b>Observations</b>	26	23
<b>df</b>	25	22
<b>F</b>	0.63	
<b>P(F&lt;=f) one-tail</b>	0.13	
<b>F Critical one-tail</b>	0.50	

Table 4.7 carry out that the value of homogeneity for both of classes gained 0.63 with significant 0.05 while critical value got 0.50. It proposes the data was homogeneous. It cause F values was higher than F critical ( $0.63 > 0.50$ ).

## 2.3. T-Test

After calculated the normality and homogeneity test of experiment class and control class, the researcher has analyzed the data by using T-test. T-test is a statistical method that used to know whether there is significant difference of the students' score in experiment class and control class. The calculation of the data was processed with Microsoft Excel 2013. In addition, the results of analysis defined as follow:

**Table 4.8**  
**Description of T-test**

	<i>Experiment</i>	<i>Control</i>
<b>Mean</b>	76.92	68.70
<b>Variance</b>	86.15	66.40
<b>Observations</b>	26	23
<b>Pooled Variance</b>	76.91	
<b>Hypothesized Mean Difference</b>	0	
<b>df</b>	47	
<b>t Stat</b>	3.277	
<b>P(T&lt;=t) one-tail</b>	0.000987	
<b>t Critical one-tail</b>	1.6779	
<b>P(T&lt;=t) two-tail</b>	0.001974	
<b>t Critical two-tail</b>	2.012	

Table 4.4 above, showed that  $t_o$  or t-test is 3.277 and ( $df$ ) degree of freedom was 47, therefore the value of  $t_{table}$  is 2.012 in a significance level of 0.05. The result of analysis data both of experiment class and control class e.g.  $t_o$  (3.277) is higher than  $t_{table}$  (2.012). It means that  $H_o$  (Null Hypothesis) is rejected and  $H_a$  (Alternative Hypothesis) is accepted. It can be decided that there is significant effective of the use of tic tac toe game in improving students' speaking ability.

## **B. Discussion**

This research reveals that the use of tic tac toe game was effective in improving the students' speaking ability to the eighth grade of SMP Unismuh Makassar. There were 121 students as the population of the research. While the

researcher used two classes e.g. VIII A<sup>1</sup> as experiment class which had 26 students, and VIII B<sup>2</sup> as control class who had 23 students.

In addition, the independent variable of this researcher was tic tac toe game and the dependent variable was speaking ability. Tic tac toe game was applied in experiment class, whereas control class by using changes pair method. The both of class was given pre-test and post-test with the same topic e.g. descriptive text and telling daily activity. Moreover, the form of the test was speaking test and calculated in term of pronunciation, comprehension, fluency, vocabulary, and grammar.

In the first meeting, the researcher delivered pretest for both of class to know the students' ability before taking treatment. In doing pretest, the students was asked to choose one of the topics to be described (appendix 2) with their own words in the front of class orally. Furthermore, the researcher found that the results of the students' ability in the experiment class got low score than the control class. It was approved, on the chart 4.1, there was 15 students got score < 65 in pretest whereas control class there was 11 students gain score < 65 on the chart 4.2.

The next meeting, the researcher did treatment four times. Experiment class treated by tic tac toe game, even as control class treated by changes pair method. Post-test was provided to know the students' ability after taking treatment for both classes.

Based on the finding, the results of post-test in experiment class and control class through statistical calculation of T-test have an effect on the

students' score which the both of class underwent improvement. However, the improvement of the control class there was no significant difference as experiment class. On the table and 4.2 exposed that post-test score' of control class got lowest score. Even though, table 4.1 showed that post-test score' of experiment class was higher.

It occurred the improvement of the students' speaking ability which has taught through Tic Tac Toe game than conventional taught. It means there was significant effective of the use of Tic Tac Toe game in students' speaking ability.

The statistical analysis also defined the same results. The value of  $t_{\text{test}}$  was higher than  $t_{\text{table}}$  ( $t_o > t_t$ ) with the value degree of freedom was 47 in a significance level of 0,05. It can be said that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

The effectiveness of tic tac toe game of this research was support by the previous finding of another researcher. In Hamidah's research (2015) has found about "the effectiveness of using combination of modified game tic tac toe and jumble word to teach English vocabulary of descriptive text". She conducted the research in the context of teach English vocabulary of descriptive text to the seventh grade of SMP Negeri 1 Cerme. She used an experimental quantitative by giving pretest, taking treatment for three times, and post-test which consisted of 34 students as a sample of her research. She analyzed the data with t-test and found that the use of combination of modified game tic tac toe and jumble word was appropriate technique to be used to teach English vocabulary of descriptive

text. By playing tic tac toe game, it attracted the student's motivation to learn English and make a fun condition in the classroom.

In addition, Jabbar (2015) defined that “improving the tenth-grade students’ speaking ability by using tic tac toe game”. He directed the research in the context of speaking ability in retelling story of the tenth grade at SMA Muhammadiyah 3 Jember. He used classroom action research (CAR) in 2 cycles which consisted of 30 students as the participants of the research. He has measured the students’ speaking ability through the speaking test and analyzed the data by using formula mean score. Jabbar said that there was the improvement of the students’ speaking ability through tic tac toe game. Tic tac toe game is an activity which involves brain activity to increase the students’ memory and produce orally, as well as be confident and be able to speak English fluently.

In Chalim’s research (2010) that was done about “using tic tac toe game to improve students’ understanding on simple past tense”. She conducted her research in the context of understanding simple past tense to the eighth grade of MTs Nahjatus Sholihin Kragan Rembang. She used CAR method in three cycles which consisted of 36 students as the subject of her research. She was collecting the data through observation checklist and tests. Chalim stated that tic tac toe game can improve the students’ understanding of simple past tense in each cycle. It was an appropriate game to makes the students creative to develop sentences and active in the class.

Based on the description above, the researcher assumed that the objective of this research has been achieved which the use of tic tac toe game was effective

in improving the students' speaking ability. Tic tac toe game is a type of board game that can be played by drawing nine grids on the board or paper. It can facilitate the students to become active, confident, and capable to speak up in English teaching-learning process. The students also have a chance to develop their ideas as well as to respond to the teacher and their friends. It was a competition game, therefore it encourages the students' responsibility, cooperatively and others ability.

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the previous description, the researcher concluded that there was significant effective of the use of tic tac toe game in improving students' speaking ability. The improvement occurred on all term of speaking such pronunciation, fluency, comprehension, vocabulary, and grammar. It can be seen from the results of the analysis data through a statistical calculation of T-test. The students' ability in speaking before applied tic tac toe game was obtained poor level (<65).

In contrast, after having treated the student's score was gained at a good level and excellent score in range 75 until 95 in post-test. It was proved by the value of  $t_0$  3.277 score and  $df$  was 47, while  $t_{table}$  got 2.012 in a significance level of 0.05. The results of the statistical calculation showed that  $H_0$  (null hypothesis) is rejected and  $H_a$  is accepted. Therefore, the researcher assumed that tic tac toe game was effective to improve the students' speaking ability in English learning

activity. It was improved the students' confidence, enthusiast, activeness, and capable to deliver their ideas in the class.

## **B. Suggestion**

This research has proven the effectiveness of tic tac toe game to improve students' speaking ability. It is recommended to apply in a teaching-learning process because of the use this game easy to deliver. Therefore, the researcher would like to give some suggestions to the participant who is closely related to this research.

### 1. The teacher

The teacher should be creative and active in choosing the teaching-learning technique which suitable for the lesson and the objective of learning in order to make the students interested and active in learning. It can be better to use tic tac toe game, as long as it is effective to improve the students speaking ability. Moreover, this game can reduce the students' boredom and anxiety. It also can create an effective, conducive and enjoyable atmosphere for the students.

### 2. The Student

The students' should learn English as much as possible and never give up. They should improve their ability especially in speaking by using tic tac toe game. This game helps to stimulate them to express ideas, thought, feeling and practice to speak English during in the class. Then, it makes the students be cooperative and enthusiast in responding to their teacher and their friends.

### 3. The next researcher

The next researcher can use this research as the reference and develop it with a different skill. Then, used another method as the research design that related to her or his research.



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**LESSON PLAN**

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**EXPERIMENT CLASS**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP EXPERIMENT CLASS)**

Sekolah : SMP Muhammadiyah Makassar

Materi Pelajaran : Bahasa Inggris

Kelas : VIII

Materi Pokok : Teks lisan menyatakan dan menanyakan tindakan/kejadian yang merupakan rutinitas dan kebenaran umum

Skill : Speaking

Waktu : 2x45 Menit

Pertemuan Ke- : 1-2

**A. Kompetensi Inti**

1. **KI-3:** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
2. **KI-4:** Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi dasar	Indikator
3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan	- Mampu mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau

<p>tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.</p>	<p>merupakan kebenaran umum, sesuai dengan konteks penggunaannya.</p> <ul style="list-style-type: none"> <li>- Mampu menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.</li> </ul>
<p>4.7. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> <li>- Membuat percakapan pendek yang menggunakan ungkapan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</li> </ul>

### C. Tujuan Pembelajaran

Dengan menggunakan metode tic tac toe game, peserta didik diharapkan:

- Mampu menyatakan, menanyakan, merespon dan membuat percakapan pendek yang menggunakan ungkapan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum.
- Mampu mengkomunikasikan bahasa yang dipelajari dalam berinteraksi atau aktifitas sehari-hari.
- Mampu meningkatkan kemampuan berbicara dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

### D. Materi Pembelajaran

Teks lisan yang menyatakan dan menanyakan tentang tindakan/kejadian rutinitas (simple present tense) dan kebenaran umum.

- Fungsi Sosial

- Menyatakan tindakan/kejadian yang merupakan rutinitas dalam menjalin hubungan dengan guru, teman dan orang lain.

➤ Struktur Teks

- Tindakan/kejadian yang dilakukan/terjadi secara rutin
- Tindakan/kejadian yang merupakan kebenaran umum

➤ Unsur Kebahasaan

- Nomina singular *a, the*, dan plural (*s*)
- Ucapan, tekanan kata, intonasi, kosakata **action verbs**: *go, do, teach, prepare*, adverb of time: *every day, every morning, in the morning, at night*, adverb of frequency: *always, usually, sometimes* dsb) dan tata bahasa (*Simple Present tense*).

➤ Topik

Berbagai hal terkait dengan kegiatan/ kejadian sehari-hari dan yang merupakan kebenaran umum, di rumah, sekolah, lingkungan sekitar.

**E. Metode, Media, Alat, dan Sumber Pembelajaran**

Metode : Tic Tac Toe game

Media : Gambar aktifitas, Laptop, Paper

Alat : Spidol, papan tulis, penghapus

Sumber Belajar : Buku Bahasa Inggris kelas viii yang relevan, Kamus Bahasa Inggris

**F. Langkah-Langkah Pembelajaran**

**Pertemuan I**

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
<i>Orientasi</i>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Memberi salam kepada peserta didik.</li> <li>- Menyapa dan menanyakan keadaan peserta didiknya</li> <li>- Menyiapkan peserta didik untuk mengikuti proses</li> </ul>

	<p>pembelajaran seperti berdoa dan absensi.</p> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Membalas salam</li> <li>- Menyapa kembali dan merespon pertanyaan yang diajukan guru</li> <li>- Berdoa bersama dan menyatakan kehadirannya dengan berkata, “yes, mam”</li> </ul>
<b>Apersepsi</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Memberikan motivasi belajar</li> <li>- Mengajukan pertanyaan-pertanyaan kepada peserta didik terkait materi yang akan dipelajari</li> <li>- Menjelaskan tujuan pembelajaran yang akan dicapai</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Menyimak motivasi yang diberikan</li> <li>- Merespon pertanyaan yang diajukan</li> <li>- Memahami tujuan pembelajaran yang akan dicapai</li> </ul>
<b>Kegiatan inti (65 menit)</b>	
<b>Mengamati (<i>observing</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengkondisikan siswa agar siap mengikuti pelajaran dengan menanyakan kebiasaan yang sering dilakukan oleh siswa setelah bangun pagi.</li> <li>- Menjelaskan kegiatan yang rutin dilakukan menggunakan struktur kalimat “<i>Simple Present Tense</i>”</li> <li>- Memaparkan pembagian dan pola <i>Simple Present Tense</i> yakni <i>verbal</i> dan <i>nominal</i>.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Merespon pertanyaan guru mengenai kebiasaan yang sering siswa lakukan.</li> <li>- Mengamati penjelasan guru mengenai struktur kalimat dan pembagian “<i>Simple Present Tense</i>”</li> </ul>
<b>Menanyakan (<i>questioning</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Menstimulus pengetahuan siswa dengan bertanya jawab mengenai materi yang telah dipaparkan</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Menanyakan/merespon pertanyaan yang berkaitan dengan materi</li> </ul>
<b>Mengumpulkan informasi</b>	<b>Guru:</b>



<b>(<i>experimenting</i>)</b>	<ul style="list-style-type: none"> <li>- Memberi kesempatan kepada siswa untuk mengumpulkan informasi mengenai materi yang dipaparkan</li> <li>- Meminta siswa untuk berpikir sejenak mengenai pernyataan yang berkaitan dengan materi.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Berpikir/mengumpulkan informasi mengenai materi tersebut</li> <li>- Merespon pertanyaan yang diajukan oleh guru</li> </ul>
<b>Mengasosiasi (<i>associating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Membagi siswa menjadi dua kelompok nought (O) dan cross (X).</li> <li>- Membuat 9 kotak dipapan tulis yang masing-masing berisikan 9 kata (verb/adj).</li> <li>- Meminta setiap kelompok untuk membuat kalimat-kalimat mengenai “<i>simple present tense</i>” dari kotak-kotak tersebut secara lisan sesuai arahan guru</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Dibagi menjadi dua kelompok</li> <li>- Mendiskusikan tugas yang diberikan secara berkelompok</li> <li>- Setiap kelompok bersaing untuk merespon arahan yang diberikan</li> </ul>
<b>Mengkomunikasikan (<i>communicating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Meminta setiap kelompok untuk memaparkan hasil diskusinya</li> <li>- Memberikan penguatan</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Setiap kelompok memaparkan hasil diskusinya dengan membuat kalimat-kalimat yang ada didalam kotak secara lisan</li> </ul>
<b>Penutup (10 Menit)</b>	
	<ul style="list-style-type: none"> <li>- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.</li> <li>- Guru dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>- Guru memberi tindak lanjut tentang materi berikutnya.</li> <li>- Guru dan siswa menutup pembelajaran dengan</li> </ul>

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## Pertemuan II

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
<i>Orientasi</i>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Memberi salam kepada peserta didik.</li> <li>- Menyapa dan menanyakan keadaan peserta didiknya</li> <li>- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa dan absensi.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Membalas salam</li> <li>- Menyapa kembali dan merespon pertanyaan yang diajukan guru</li> <li>- Berdoa bersama dan menyatakan kehadirannya dengan berkata, “yes, mam”</li> </ul>
<i>Apersepsi</i>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mereview materi sebelumnya</li> <li>- Menjelaskan tujuan dan manfaat pembelajaran</li> <li>- Mendemonstrasikan sesuatu yang terkait materi</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengingat kembali materi yang telah dipelajari</li> <li>- Memahami tujuan dan manfaat pembelajaran yang akan dicapai</li> <li>- Menyimak dengan saksama materi yang akan dipelajari</li> </ul>
Kegiatan inti (65 menit)	
<i>Mengamati (observing)</i>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengkondisikan siswa agar siap mengikuti pelajaran dengan menunjukkan gambar yang berisi percakapan mengenai tindakan/kejadian rutin sehari-hari seseorang</li> <li>- Memaparkan materi mengenai tindakan/kejadian rutinitas</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengamati dan mengidentifikasi gambar yang</li> </ul>

	<p>ditunjukkan oleh guru</p> <ul style="list-style-type: none"> <li>- Memahami materi yang diberikan</li> </ul>
<b>Menanyakan (<i>questioning</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Menstimulus pengetahuan siswa dengan bertanya jawab mengenai gambar yang telah mereka amati</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Menanyakan atau merespon pertanyaan yang berkaitan dengan gambar yang telah mereka amati</li> </ul>
<b>Mengumpulkan informasi (<i>experimenting</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Meminta siswa untuk memperhatikan tindakan/kegiatan orang-orang disekitar lingkungan sekolah</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengumpulkan informasi mengenai tindakan/kegiatan orang-orang disekitar lingkungan sekolah</li> </ul>
<b>Mengasosiasi (<i>associating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Membagi siswa menjadi dua kelompok nought (O) dan cross (X).</li> <li>- Membuat 9 kotak dipapan tulis yang masing-masing berisikan kata <i>action verb</i>, <i>adverb of time</i>, <i>adverb of frequency</i>, dan <i>Simple present</i>.</li> <li>- Meminta setiap kelompok untuk membuat teks lisan mengenai kata-kata dari kotak-kotak tersebut sesuai arahan guru.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Dibagi menjadi dua kelompok</li> <li>- Mendiskusikan tugas yang diberikan secara berkelompok.</li> <li>- Setiap kelompok bersaing untuk merespon arahan yang diberikan.</li> </ul>
<b>Mengkomunikasikan (<i>communicating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Meminta setiap kelompok untuk memaparkan hasil diskusinya.</li> <li>- Memberikan penguatan dengan mengoreksi <i>struktur teks dan unsur kebahasaan</i> dari teks lisan</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Setiap kelompok memaparkan hasil diskusinya dengan membuat teks lisan sesuai dengan kata yang ada didalam kotak.</li> </ul>
<b>Penutup (10 Menit)</b>	

	<ul style="list-style-type: none"> <li>- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.</li> <li>- Guru dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>- Guru menginformasikan tentang materi pada pertemuan berikutnya.</li> <li>- Guru dan siswa menutup pembelajaran dengan mengucapkan hamdalah bersama</li> </ul>
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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP EXPERIMENT CLASS)

Sekolah : SMP Muhammadiyah Makassar

Materi Pelajaran : Bahasa Inggris

Kelas : VIII

Materi Pokok : Descriptive Text

Skill : Speaking

Waktu : 2x45 Menit

Pertemuan Ke- : 3-4

### A. Kompetensi Inti

1. **KI-3:** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
2. **KI-4:** Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan

mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi dasar	Indikator
3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> <li>- Mengidentifikasi teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang dan benda disekitar mereka secara baik dan benar.</li> <li>- Menggunakan struktur teks dan unsur kebahasaan untuk memahami teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang dan benda disekitar mereka dengan memperhatikan fungsi sosial.</li> </ul>
4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	<ul style="list-style-type: none"> <li>- Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</li> </ul>
4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"> <li>- Membuat percakapan pendek dengan menyatakan dan menanyakan mengenai teks deskriptif lisan, pendek dan sederhana, tentang orang dan benda disekitar mereka dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</li> </ul>

## C. Tujuan Pembelajaran

Dengan menggunakan metode tic tac toe game dalam proses pembelajaran, siswa diharapkan:

- Mampu mengungkapkan, memaparkan, menanyakan dan merespon *descriptive text* dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Mampu mengkomunikasikan bahasa yang dipelajari dalam berinteraksi atau aktifitas sehari-hari.

- Mampu meningkatkan kemampuan berbicara dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

#### **D. Materi Pembelajaran**

Teks deskriptif pendek dan sederhana tentang orang dan benda.

##### ➤ Fungsi Sosial

- Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.
- Menjalin hubungan dengan guru, teman, dan orang lain.

##### ➤ Struktur Teks

- Menyebutkan nama, karakteristik orang/benda, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- Menyebutkan sifat orang/benda dan bagiannya.
- Menyebutkan tindakan dari atau terkait dengan orang/benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

##### ➤ Unsur Kebahasaan

- Nomina singular *a, the*, dan plural (*s*)
- Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- Kata sifat tentang orang/benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *beautiful, smart* atau kombinasi seperti *dark brown, thick lip*, dan semacamnya.
- Ucapan, tekanan kata, intonasi, kosakata dan tata bahasa.

##### ➤ Topik

Berbagai hal terkait dengan orang/benda disekitar rumah, sekolah dan lingkungan

#### **E. Metode, Media, Alat, dan Sumber Pembelajaran**

Metode	: Tic Tac Toe game
Media	: Gambar, Laptop, Paper
Alat	: Spidol, papan tulis, penghapus

Sumber Belajar : Buku Bahasa Inggris kelas viii yang relevan, Kamus Bahasa Inggris

**F. Langkah-Langkah Pembelajaran**  
**Pertemuan III**

<b>PENDAHULUAN (10 Menit)</b>	
<b>Tahap</b>	<b>Kegiatan</b>
<b>Orientasi</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Memberi salam kepada peserta didik.</li> <li>- Menyapa dan menanyakan keadaan peserta didiknya</li> <li>- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa dan absensi.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Membalas salam</li> <li>- Menyapa kembali dan merespon pertanyaan yang diajukan guru</li> <li>- Berdoa bersama dan menyatakan kehadirannya dengan berkata, “yes, mam”</li> </ul>
<b>Apersepsi</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengaitkan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li> <li>- Menjelaskan tujuan dan manfaat pembelajaran</li> <li>- Mendemonstrasikan sesuatu yang terkait materi</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengingat kembali pengetahuan yang dimiliki dengan materi yang akan dipelajari</li> <li>- Memahami tujuan dan manfaat pembelajaran yang akan dicapai</li> <li>- Menyimak dengan saksama materi yang akan dipelajari</li> </ul>
<b>Kegiatan inti (60 menit)</b>	
<b>Mengamati (<i>observing</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengkondisikan siswa agar siap mengikuti pelajaran dengan menunjukkan gambar tentang seseorang yang mendiskripsikan tentang dirinya.</li> <li>- Memaparkan materi mengenai aspek-aspek yang ada dalam <i>descriptive text</i>.</li> </ul>

	<p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru.</li> <li>- Memahami materi yang diberikan.</li> </ul>
<b>Menanyakan (<i>questioning</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Menstimulus pengetahuan siswa dengan bertanya jawab mengenai gambar yang telah mereka amati</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Menanyakan atau merespon pertanyaan yang berkaitan dengan gambar yang telah mereka amati</li> </ul>
<b>Mengumpulkan informasi (<i>experimenting</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Meminta siswa untuk memperhatikan gambar teks deskriptif orang</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengumpulkan informasi mengenai gambar teks deskriptif orang dan meniru untuk membuat teks deskriptif sangat pendek dan sederhana</li> </ul>
<b>Mengasosiasi (<i>associating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Membagi siswa menjadi dua kelompok nought (O) dan cross (X).</li> <li>- Membuat 9 kotak dipapan tulis yang masing-masing berisikan kata-kata mengenai teks deskriptif tentang orang.</li> <li>- Meminta setiap kelompok untuk membuat teks lisan mengenai kata-kata dari kotak-kotak tersebut sesuai arahan guru.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Dibagi menjadi dua kelompok</li> <li>- Mendiskusikan tugas yang diberikan secara berkelompok.</li> <li>- Setiap kelompok bersaing untuk merespon arahan yang diberikan.</li> </ul>
<b>Mengkomunikasikan (<i>communicating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Meminta setiap kelompok untuk memaparkan hasil diskusinya.</li> <li>- Memberikan penguatan dengan mengoreksi dari teks deskriptif lisan tentang orang.</li> <li>- Mengumumkan pemenang dari pembelajaran tic tac toe game.</li> </ul>



	<p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Setiap kelompok memaparkan hasil diskusinya dengan membuat teks deskriptif lisan tentang orang sesuai dengan kata yang ada didalam kotak.</li> <li>- Menyimak penguatan/koreksi yang diberikan</li> </ul>
<b>Penutup (10 Menit)</b>	
	<ul style="list-style-type: none"> <li>- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.</li> <li>- Guru dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>- Guru menginformasikan tentang materi pada pertemuan berikutnya.</li> <li>- Guru dan siswa menutup pembelajaran dengan mengucapkan hamdalah bersama</li> </ul>

#### Pertemuan IV

<b>PENDAHULUAN (10 Menit)</b>	
<b>Tahap</b> ★	<b>Kegiatan</b>
<b>Orientasi</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Memberi salam kepada peserta didik.</li> <li>- Menyapa dan menanyakan keadaan peserta didiknya</li> <li>- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa dan absensi.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Membalas salam</li> <li>- Menyapa kembali dan merespon pertanyaan yang diajukan guru</li> <li>- Berdoa bersama dan menyatakan kehadirannya dengan berkata, “<i>yes, mam</i>”</li> </ul>
<b>Apersepsi</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengaitkan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li> <li>- Menjelaskan tujuan dan manfaat pembelajaran</li> <li>- Mendemonstrasikan sesuatu yang terkait materi</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengingat kembali pengetahuan yang dimiliki dengan materi yang akan dipelajari</li> <li>- Memahami tujuan dan manfaat pembelajaran yang akan dicapai</li> </ul>

	<ul style="list-style-type: none"> <li>- Menyimak dengan saksama materi yang akan dipelajari</li> </ul>
<b>Kegiatan inti (60 menit)</b>	
<b>Mengamati (<i>observing</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengkondisikan siswa agar siap mengikuti pelajaran dengan menunjukkan deskripsi gambar tentang benda.</li> <li>- Memaparkan materi mengenai aspek-aspek yang ada dalam <i>descriptive text</i>.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru.</li> <li>- Memahami materi yang diberikan.</li> </ul>
<b>Menanyakan (<i>questioning</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Menstimulus pengetahuan siswa dengan bertanya jawab mengenai gambar benda yang telah mereka amati secara lisan.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Menanyakan atau merespon pertanyaan yang berkaitan dengan gambar benda yang telah mereka amati secara lisan.</li> </ul>
<b>Mengumpulkan informasi (<i>experimenting</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Meminta siswa untuk memperhatikan gambar teks deskriptif benda.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengumpulkan dan bertukar pendapat mengenai gambar teks deskriptif benda secara berkelompok</li> </ul>
<b>Mengasosiasi (<i>associating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Membagi siswa menjadi dua kelompok nought (O) dan cross (X).</li> <li>- Membuat 9 kotak dipapan tulis yang masing-masing berisikan kata-kata mengenai teks deskriptif tentang benda.</li> <li>- Meminta setiap kelompok untuk membuat teks lisan mengenai kata-kata dari kotak-kotak tersebut sesuai arahan guru.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Dibagi menjadi dua kelompok</li> <li>- Mendiskusikan tugas yang diberikan secara berkelompok.</li> <li>- Setiap kelompok bersaing untuk merespon arahan yang diberikan.</li> </ul>
<b>Mengkomunikasikan</b>	<b>Guru:</b>

<b>(communicating)</b>	<ul style="list-style-type: none"> <li>- Meminta setiap kelompok untuk memaparkan hasil diskusinya.</li> <li>- Memberikan penguatan dengan mengoreksi dari teks deskriptif lisan tentang benda.</li> <li>- Mengumumkan pemenang dari pembelajaran tic tac toe game.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Setiap kelompok memaparkan hasil diskusinya dengan membuat teks deskriptif lisan tentang benda sesuai dengan kata yang ada dalam kotak.</li> <li>- Menyimak penguatan/koreksi yang diberikan</li> </ul>
<b>Penutup (10 Menit)</b>	
	<ul style="list-style-type: none"> <li>- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.</li> <li>- Guru dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>- Guru menginformasikan tentang materi pada pertemuan berikutnya.</li> <li>- Guru dan siswa menutup pembelajaran dengan mengucapkan hamdalah bersama</li> </ul>



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## CONTROL CLASS

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP CONTROL CLASS)

Sekolah : SMP Muhammadiyah Makassar

Materi Pelajaran : Bahasa Inggris

Kelas : VIII

Materi Pokok : Teks lisan menyatakan dan menanyakan tindakan/kejadian yang merupakan rutinitas dan kebenaran umum

Skill : Speaking

Waktu : 2x45 Menit

Pertemuan Ke- : 1-2

## A. Kompetensi Inti

1. **KI-3:** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
2. **KI-4:** Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi dasar	Indikator
3.7. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"><li>- Mampu mengidentifikasi ungkapan yang digunakan untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.</li><li>- Mampu menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.</li></ul>
4.7. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<ul style="list-style-type: none"><li>- Membuat percakapan pendek yang menggunakan ungkapan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</li></ul>

### C. Tujuan Pembelajaran

Dengan menggunakan metode bertukar pasangan siswa diharapkan:

- Mampu menyatakan, menanyakan, merespon dan membuat percakapan pendek yang menggunakan ungkapan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum.
- Mampu mengkomunikasikan bahasa yang dipelajari dalam berinteraksi atau aktifitas sehari-hari.
- Mampu meningkatkan kemampuan berbicara dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

### D. Materi Pembelajaran

Teks lisan yang menyatakan dan menanyakan tentang tindakan/kejadian rutinitas (simple present tense) dan kebenaran umum.

#### ➤ Fungsi Sosial

- Menyatakan tindakan/kejadian yang merupakan rutinitas dalam menjalin hubungan dengan guru, teman dan orang lain.

#### ➤ Struktur Teks

- Tindakan/kejadian yang dilakukan/terjadi secara rutin
- Tindakan/kejadian yang merupakan kebenaran umum

#### ➤ Unsur Kebahasaan

- Nomina singular *a, the*, dan plural (*s*)
- Ucapan, tekanan kata, intonasi, kosakata **action verbs**: *go, do, teach, prepare*, adverb of time: *every day, every morning, in the morning, at night*, adverb of frequency: *always, usually, sometimes* dsb) dan tata bahasa (*Simple Present tense*).

#### ➤ Topik

Berbagai hal terkait dengan kegiatan/ kejadian sehari-hari dan yang merupakan kebenaran umum, di rumah, sekolah, lingkungan sekitar.

### E. Metode, Media, Alat, dan Sumber Pembelajaran

Model : CTL (Contextual Teaching and Learning)  
 Metode : Bertukar Pasangan  
 Tehnik : Berceramah  
 Media : Gambar aktifitas, Laptop, Paper  
 Alat : Spidol, papan tulis, penghapus  
 Sumber Belajar : Buku Bahasa Inggris kelas viii yang relevan, Kamus Bahasa Inggris

## F. Langkah-Langkah Pembelajaran

### Pertemuan I

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
<b>Orientasi</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Memberi salam kepada peserta didik.</li> <li>- Menyapa dan menanyakan keadaan peserta didiknya</li> <li>- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa dan absensi.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Membalas salam</li> <li>- Menyapa kembali dan merespon pertanyaan yang diajukan guru</li> <li>- Berdoa bersama dan menyatakan kehadirannya dengan berkata, “yes, mam”</li> </ul>
<b>Apersepsi</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Memberikan motivasi belajar</li> <li>- Mengajukan pertanyaan-pertanyaan kepada peserta didik terkait materi yang akan dipelajari</li> <li>- Menjelaskan tujuan pembelajaran yang akan dicapai</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Menyimak motivasi yang diberikan</li> <li>- Merespon pertanyaan yang diajukan</li> <li>- Memahami tujuan pembelajaran yang akan dicapai</li> </ul>
Kegiatan inti (65 menit)	
<b>Mengamati (<i>observing</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengkondisikan siswa agar siap mengikuti pelajaran dengan menanyakan kebiasaan yang sering</li> </ul>

	<p>dilakukan oleh siswa setelah bangun pagi.</p> <ul style="list-style-type: none"> <li>- Menjelaskan kegiatan yang rutin dilakukan menggunakan struktur kalimat “<i>Simple Present Tense</i>”</li> <li>- Memaparkan pembagian dan pola <i>Simple Present Tense</i> yakni <i>verbal</i> dan <i>nominal</i>.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Merespon pertanyaan guru mengenai kebiasaan yang sering siswa lakukan.</li> <li>- Mengamati penjelasan guru mengenai struktur kalimat dan pembagian “<i>Simple Present Tense</i>”</li> </ul>
<b>Menanyakan (<i>questioning</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Menstimulus pengetahuan siswa dengan bertanya jawab mengenai materi yang telah dipaparkan</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Merespon pertanyaan yang berkaitan dengan materi</li> </ul>
<b>Mengumpulkan informasi (<i>experimenting</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Memberi kesempatan kepada siswa untuk mengumpulkan informasi mengenai materi “<i>Simple Present Tense</i>” yang dipaparkan</li> <li>- Meminta siswa untuk berpikir sejenak mengenai pernyataan dan pertanyaan yang berkaitan dengan materi “<i>Simple Present Tense</i>”.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Berpikir/mengumpulkan informasi mengenai materi tersebut.</li> <li>- Merespon pertanyaan yang diajukan oleh guru</li> </ul>
<b>Mengasosiasi (<i>associating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Membagi siswa secara berpasangan.</li> <li>- Memberi tugas kepada siswa</li> <li>- Meminta siswa untuk bertukar pasangan dengan pasangan lainnya</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Dibagi menjadi kelompok pasangan</li> <li>- Mendiskusikan tugas yang diberikan secara berpasangan.</li> <li>- Setiap kelompok pasangan saling bertukar dengan pasangan lainnya untuk bertukar informasi, lalu kembali kepasangan semula.</li> </ul>



<b>Mengkomunikasikan</b> <i>(communicating)</i>	<b>Guru:</b> <ul style="list-style-type: none"> <li>- Meminta setiap pasangan kelompok untuk memaparkan hasil diskusinya.</li> <li>- Memberikan penguatan</li> </ul> <b>Siswa:</b> <ul style="list-style-type: none"> <li>- Setiap pasangan kelompok memaparkan hasil diskusi dan temuannya di depan kelas secara lisan</li> </ul>
<b>Penutup (10 Menit)</b>	
	<ul style="list-style-type: none"> <li>- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.</li> <li>- Guru dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>- Guru memberi tindak lanjut tentang materi berikutnya.</li> <li>- Guru dan siswa menutup pembelajaran dengan mengucapkan hamdalah bersama</li> </ul>

## Pertemuan II

<b>PENDAHULUAN (10 Menit)</b>	
<b>Tahap</b>	<b>Kegiatan</b>
<i>Orientasi</i>	<b>Guru:</b> <ul style="list-style-type: none"> <li>- Memberi salam kepada peserta didik.</li> <li>- Menyapa dan menanyakan keadaan peserta didiknya</li> <li>- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa dan absensi.</li> </ul> <b>Siswa:</b> <ul style="list-style-type: none"> <li>- Membalas salam</li> <li>- Menyapa kembali dan merespon pertanyaan yang</li> </ul>

	<p>diajukan guru</p> <ul style="list-style-type: none"> <li>- Berdoa bersama dan menyatakan kehadirannya dengan berkata, “yes, mam”</li> </ul>
<b>Apersepsi</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mereview materi sebelumnya</li> <li>- Menjelaskan tujuan dan manfaat pembelajaran</li> <li>- Mendemonstrasikan sesuatu yang terkait materi</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengingat kembali materi yang telah dipelajari</li> <li>- Memahami tujuan dan manfaat pembelajaran yang akan dicapai</li> <li>- Menyimak dengan saksama materi yang akan dipelajari</li> </ul>
<b>Kegiatan inti (65 menit)</b>	
<b>Mengamati (<i>observing</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengkondisikan siswa agar siap mengikuti pelajaran dengan menunjukkan gambar yang berisi percakapan mengenai tindakan/kejadian rutin sehari-hari seseorang</li> <li>- Memaparkan materi mengenai tindakan/kejadian rutinitas</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru</li> <li>- Memahami materi yang diberikan</li> </ul>
<b>Menanyakan (<i>questioning</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Menstimulus pengetahuan siswa dengan bertanya jawab mengenai gambar yang telah mereka amati</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Menanyakan atau merespon pertanyaan yang berkaitan dengan gambar yang telah mereka amati</li> </ul>
<b>Mengumpulkan informasi (<i>experimenting</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Membagi siswa secara berpasangan.</li> <li>- Memberi tugas kepada siswa</li> <li>- Meminta siswa untuk bertukar pasangan dengan pasangan lainnya</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Dibagi menjadi kelompok pasangan</li> <li>- Mendiskusikan tugas yang diberikan secara berpasangan.</li> <li>- Setiap kelompok pasangan saling bertukar dengan pasangan lainnya untuk bertukar informasi, lalu kembali kepasangan semula.</li> </ul>

<b>Mengasosiasi (<i>associating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Membagi siswa secara berpasangan.</li> <li>- Memberi tugas kepada siswa</li> <li>- Meminta siswa untuk bertukar pasangan dengan pasangan lainnya</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Dibagi menjadi kelompok pasangan</li> <li>- Mendiskusikan tugas yang diberikan secara berpasangan.</li> <li>- Setiap kelompok pasangan saling bertukar dengan pasangan lainnya untuk bertukar informasi, lalu kembali kepasangan semula.</li> </ul>
<b>Mengkomunikasikan (<i>communicating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Meminta setiap kelompok pasangan untuk memaparkan hasil diskusinya.</li> <li>- Memberikan penguatan dengan mengoreksi <i>struktur teks dan unsur kebahasaan</i> dari teks lisan</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Setiap pasangan memaparkan hasil diskusi dan temuannya dengan membuat teks lisan sesuai arahan guru</li> </ul>
<b>Penutup (10 Menit)</b>	
	<ul style="list-style-type: none"> <li>- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.</li> <li>- Guru dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>- Guru menginformasikan tentang materi pada pertemuan berikutnya.</li> <li>- Guru dan siswa menutup pembelajaran dengan mengucapkan hamdalah bersama</li> </ul>

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP CONTROL CLASS)**

Sekolah : SMP Muhammadiyah Makassar

Materi Pelajaran : Bahasa Inggris

Kelas : VIII

Materi Pokok : Descriptive Text

Skill : Speaking

Waktu : 2x45 Menit

Pertemuan Ke- : 3-4

### A. Kompetensi Inti

1. **KI-3:** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
2. **KI-4:** Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi dasar	Indikator
3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"><li>- Mengidentifikasi teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang dan benda disekitar mereka secara baik dan benar.</li><li>- Menggunakan struktur teks dan unsur kebahasaan untuk memahami teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang dan benda disekitar mereka dengan memperhatikan fungsi sosial.</li></ul>
4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	<ul style="list-style-type: none"><li>- Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</li></ul>

<p>4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>- Membuat percakapan pendek dengan menyatakan dan menanyakan mengenai teks deskriptif lisan, pendek dan sederhana, tentang orang dan benda disekitar mereka dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
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### C. Tujuan Pembelajaran

Dengan menggunakan metode bertukar pasangan metode bertukar pasangan siswa diharapkan:

- Mampu mengungkapkan, memaparkan, menanyakan dan merespon *descriptive text* dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Mampu mengkomunikasikan bahasa yang dipelajari dalam berinteraksi atau aktifitas sehari-hari.
- Mampu meningkatkan kemampuan berbicara dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- 

### D. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang dan benda.

#### ➤ Fungsi Sosial

- Mendeskripsikan orang, tempat, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.
- Menjalin hubungan dengan guru, teman, dan orang lain.

#### ➤ Struktur Teks

- Menyebutkan nama, karakteristik orang, benda, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- Menyebutkan sifat orang, benda dan bagiannya.
- Menyebutkan tindakan dari atau terkait dengan orang yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

➤ Unsur Kebahasaan

- Nomina singular *a, the*, dan plural (*s*)
- Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- Kata sifat tentang orang dan benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *beautiful, smart* atau kombinasi seperti *dark brown, thick lip*, dan sebagainya.
- Ucapan, tekanan kata, intonasi, kosakata dan tata bahasa.

➤ Topik

Berbagai hal terkait dengan orang dan benda disekitar rumah, sekolah dan lingkungan

**E. Metode, Media, Alat, dan Sumber Pembelajaran**

- Model : CTL (Contextual Teaching and Learning)  
Metode : Bertukar Pasangan  
Tehnik : Berceramah  
Media : Gambar/foto, Laptop, Paper  
Alat : Spidol, papan tulis, penghapus  
Sumber Belajar : Buku Bahasa Inggris kelas viii yang relevan, Kamus Bahasa Inggris

**F. Langkah-Langkah Pembelajaran**

**Pertemuan III**

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
<i>Orientasi</i>	<b>Guru:</b> - Memberi salam kepada peserta didik.

	<ul style="list-style-type: none"> <li>- Menyapa dan menanyakan keadaan peserta didiknya</li> <li>- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa dan absensi.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Membalas salam</li> <li>- Menyapa kembali dan merespon pertanyaan yang diajukan guru</li> <li>- Berdoa bersama dan menyatakan kehadirannya dengan berkata, “<i>yes, mam</i>”</li> </ul>
<b>Apersepsi</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengaitkan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li> <li>- Menjelaskan tujuan dan manfaat pembelajaran</li> <li>- Mendemonstrasikan sesuatu yang terkait materi</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengingat kembali pengetahuan yang dimiliki dengan materi yang akan dipelajari</li> <li>- Memahami tujuan dan manfaat pembelajaran yang akan dicapai</li> <li>- Menyimak dengan saksama materi yang akan dipelajari</li> </ul>
<b>Kegiatan inti (65 menit)</b>	
<b>Mengamati (<i>observing</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengkondisikan siswa agar siap mengikuti pelajaran dengan menunjukkan gambar tentang seseorang yang mendiskripsikan tentang dirinya.</li> <li>- Memaparkan materi mengenai aspek-aspek yang ada dalam <i>descriptive text</i>.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru.</li> <li>- Memahami materi yang diberikan.</li> </ul>
<b>Menanyakan (<i>questioning</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Menstimulus pengetahuan siswa dengan bertanya jawab mengenai gambar yang telah mereka amati</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Menanyakan atau merespon pertanyaan yang berkaitan dengan gambar yang telah mereka amati</li> </ul>
<b>Mengumpulkan informasi (<i>experimenting</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Meminta siswa untuk memperhatikan gambar teks deskriptif orang</li> </ul> <p><b>Siswa:</b></p>

	<ul style="list-style-type: none"> <li>- Mengumpulkan informasi mengenai gambar teks deskriptif orang dan meniru untuk membuat teks deskriptif sangat pendek dan sederhana</li> </ul>
<b>Mengasosiasi (<i>associating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Membagi siswa secara berpasangan.</li> <li>- Memberi tugas kepada siswa</li> <li>- Meminta siswa untuk bertukar pasangan dengan pasangan lainnya</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Dibagi menjadi kelompok pasangan</li> <li>- Mendiskusikan tugas yang diberikan secara berpasangan.</li> <li>- Setiap kelompok pasangan saling bertukar dengan pasangan lainnya untuk bertukar informasi, lalu kembali kepasangan semula.</li> </ul>
<b>Mengkomunikasikan (<i>communicating</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Meminta setiap kelompok pasangan untuk memaparkan hasil diskusinya.</li> <li>- Memberikan penguatan dengan mengoreksi dari teks deskriptif lisan tentang orang.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Setiap kelompok pasangan memaparkan hasil diskusi dan temuannya dengan membuat teks deskriptif lisan tentang orang sesuai dengan arahan yang diberikan.</li> <li>- Menyimak penguatan/koreksi yang diberikan</li> </ul>
<b>Penutup (10 Menit)</b>	
	<ul style="list-style-type: none"> <li>- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.</li> <li>- Guru dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>- Guru menginformasikan tentang materi pada pertemuan berikutnya.</li> <li>- Guru dan siswa menutup pembelajaran dengan mengucapkan hamdalah bersama</li> </ul>

## Pertemuan IV



<b>PENDAHULUAN (10 Menit)</b>	
<b>Tahap</b>	<b>Kegiatan</b>
<b><i>Orientasi</i></b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Memberi salam kepada peserta didik.</li> <li>- Menyapa dan menanyakan keadaan peserta didiknya</li> <li>- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa dan absensi.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Membalas salam</li> <li>- Menyapa kembali dan merespon pertanyaan yang diajukan guru</li> <li>- Berdoa bersama dan menyatakan kehadirannya dengan berkata, “<i>yes, mam</i>”</li> </ul>
<b>Apersepsi</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengaitkan antara pengetahuan sebelumnya dengan materi yang akan dipelajari</li> <li>- Menjelaskan tujuan dan manfaat pembelajaran</li> <li>- Mendemonstrasikan sesuatu yang terkait materi</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengingat kembali pengetahuan yang dimiliki dengan materi yang akan dipelajari</li> <li>- Memahami tujuan dan manfaat pembelajaran yang akan dicapai</li> <li>- Menyimak dengan saksama materi yang akan dipelajari</li> </ul>
<b>Kegiatan inti (65 menit)</b>	
<b>Mengamati (<i>observing</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Mengkondisikan siswa agar siap mengikuti pelajaran dengan menunjukkan deskripsi gambar tentang benda.</li> <li>- Memaparkan materi mengenai aspek-aspek yang ada dalam <i>descriptive text</i>.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru.</li> <li>- Memahami materi yang diberikan.</li> </ul>
<b>Menanyakan (<i>questioning</i>)</b>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Menstimulus pengetahuan siswa dengan bertanya jawab mengenai gambar benda yang telah mereka amati secara lisan.</li> </ul> <p><b>Siswa:</b></p>

	<ul style="list-style-type: none"> <li>- Menanyakan atau merespon pertanyaan yang berkaitan dengan gambar benda yang telah mereka amati secara lisan.</li> </ul>
<b>Mengumpulkan informasi</b> <i>(experimenting)</i>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Meminta siswa untuk berdiskusi mengenai gambar teks deskriptif benda.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Mengumpulkan dan bertukar pendapat mengenai gambar teks deskriptif benda secara berkelompok</li> </ul>
<b>Mengasosiasi</b> <i>(associating)</i>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Membagi siswa secara berpasangan.</li> <li>- Memberi tugas kepada siswa</li> <li>- Meminta siswa untuk bertukar pasangan dengan pasangan lainnya</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Dibagi menjadi kelompok pasangan</li> <li>- Mendiskusikan tugas yang diberikan secara berpasangan.</li> <li>- Setiap kelompok pasangan saling bertukar dengan pasangan lainnya untuk bertukar informasi, lalu kembali kepasangan semula.</li> </ul>
<b>Mengkomunikasikan</b> <i>(communicating)</i>	<p><b>Guru:</b></p> <ul style="list-style-type: none"> <li>- Meminta setiap pasangan untuk memaparkan hasil diskusinya.</li> <li>- Memberikan penguatan dengan mengoreksi dari teks deskriptif lisan tentang benda.</li> </ul> <p><b>Siswa:</b></p> <ul style="list-style-type: none"> <li>- Setiap pasangan memaparkan hasil diskusinya dengan membuat teks deskriptif lisan tentang benda sesuai dengan arahan guru.</li> <li>- Menyimak penguatan/koreksi yang diberikan</li> </ul>
<b>Penutup (10 Menit)</b>	
	<ul style="list-style-type: none"> <li>- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran.</li> <li>- Guru dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>- Guru dan siswa menutup pembelajaran dengan mengucapkan hamdalah bersama</li> </ul>

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**2**

**THE INSTRUMENTS OF TEST**

## INSTRUMENTS OF THE STUDY

### A. Pre-Test

**Topic : Descriptive Text/Daily Activity**

**Kind of Test : Oral Test**

Instruction: "Choose one of these topics to be described" !

1. Telling your daily activity at school with your own words
2. Create a short description about yourself with your own words.
3. Create a short description about this picture (famous people) with your own words.
4. Create a short description about this picture (general things) with your own words.

**Notes:**

- a. You will describe your or his/her personal appearance (face, eyes, skin, body, etc) with your own words.
- b. You will get 15 minutes for preparing your description
- c. Present your description in the front of class orally
- d. Scoring will be based on pronunciation, comprehension, fluency, vocabulary and grammar.

**FAMOUS PEOPLE**



(This Picture for Number 3 in Pre-test)

**GENERAL THING**



(This Picture for Number 4 in Pre-test)

## **B. Post-Test**

**Topic : Descriptive Text/Daily Activity**

**Kind of Test : Oral Test**

Instruction: : “Choose one of these topics to be described” !

1. Telling your daily activity at home with your own words
2. Create a short description about your family with your own words.
3. Create a short description about this picture (famous people) with your own words.
4. Create a short description about this picture (general things) with your own words.

**Notes:**

- a. You will describe your or his/her personal appearance (face, eyes, skin, body, etc) with your own words.
- b. You will get 15 minutes for preparing your description.
- c. Present your description in the front of class orally.
- d. Scoring will be based on pronunciation, comprehension, fluency, vocabulary and grammar.

**FAMOUS PEOPLE**



(This Picture for Number 3 in Post-test)

**GENERAL THING**



(This Picture for Number 4 in Post-test)

## C. Treatment

**Topic : Daily Activites and Descriptive Text**

**Kind of Test : Oral Test**

### 1. Treatment I and II

- a) The researcher prepare the class and convey the material about daily activity.
- b) Then the researcher introduce tic tac toe game and the procedures for play the game.
- c) The researcher give some instructions as follow:
  - Telling your daily activities based on the words in 9<sup>th</sup> grids that will created on the whiteboard (e.g. play, beautiful, etc)
  - You have 5 minutes to discuss with your group and preparing your description
  - Scoring will be based on pronunciation, comprehension, fluency, vocabulary and grammar.

### 2. Treatment III

- a) The researcher prepare the class and deliver the material about describing people.
- b) Then the researcher explain again about tic tac toe game before play it.
- c) The researcher also show the instructions:
  - Make a short description about people (your classmate)
  - You will describe him/herself based on the words in 9<sup>th</sup> grids that will

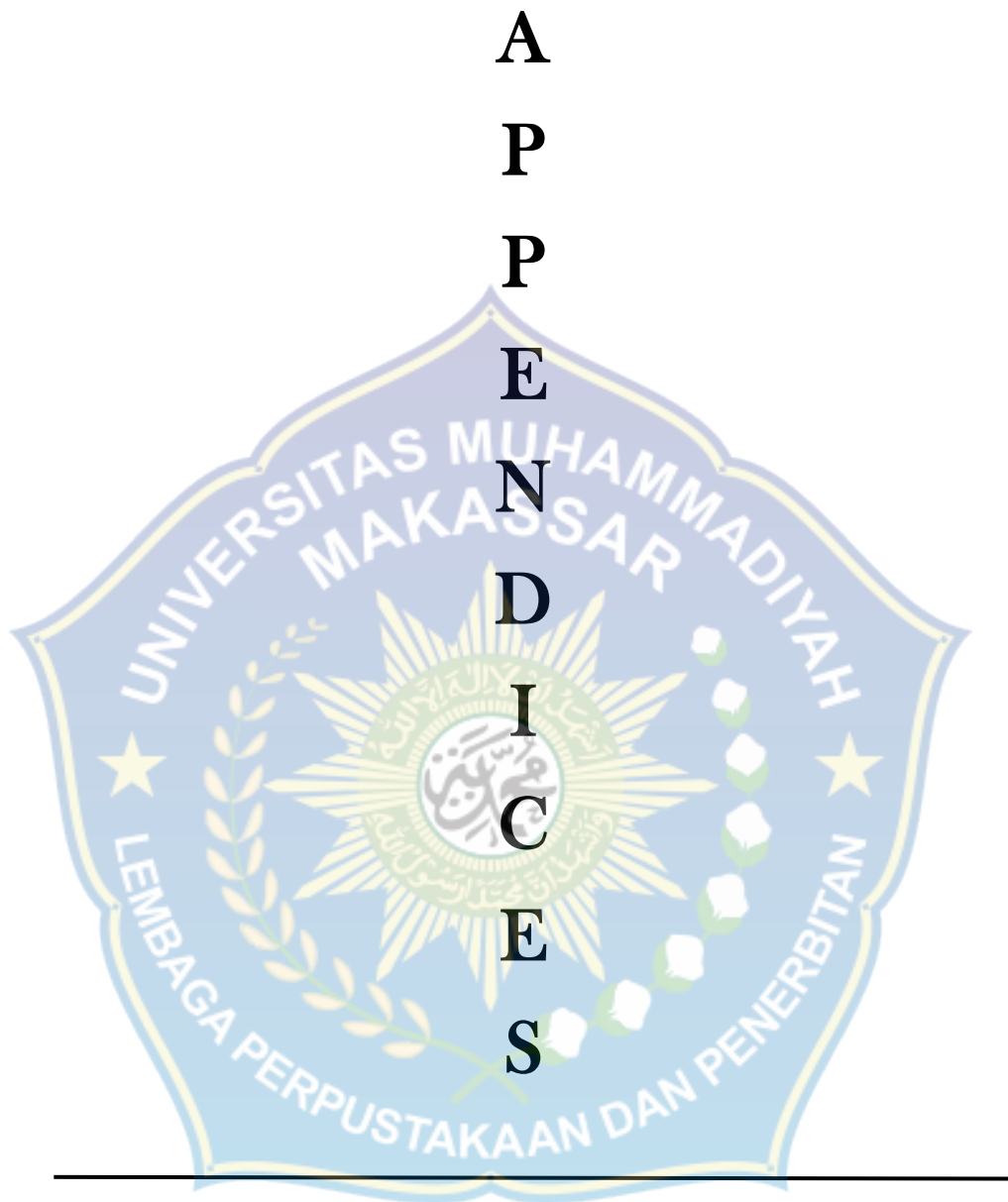


created on the whiteboard (e.g. cute, ugly, smart, etc)

- You have 5 minutes to discuss with your group and preparing your description
- Scoring will be based on pronunciation, comprehension, fluency, vocabulary and grammar.

### 3. Treatment IV

- a) The researcher get ready for the class and explain the material about describing thing.
- b) Then the researcher divide the students into two teams and take a part of the game.
- c) The researcher also ask the students to :
  - Make a short description about your favorite thing
  - You will describe it based on the words in 9<sup>th</sup> grids that will created on the whiteboard (e.g. bag, book, guitar, etc)
  - You have 5 minutes to discuss with your group and preparing your description.
  - Scoring will be based on pronunciation, comprehension, fluency, vocabulary and grammar.



3

**THE STUDENTS' SPEAKING SCORE  
IN PRE-TEST AND POST-TEST**

### The Results of the Students' Pretest in Experiment Class

No.	Code	pronunciation	Comprehension	Fluency	Vocabulary	Grammar	Total	Score
1	X-01	1	2	2	2	1	8	40
2	X-02	1	2	2	3	1	9	45
3	X-03	2	2	2	3	1	10	50
4	X-04	2	3	3	3	2	13	65
5	X-05	1	2	2	2	2	9	45
6	X-06	3	3	3	3	3	15	75
7	X-07	2	2	3	3	2	12	60
8	X-08	2	2	2	3	2	11	55
9	X-09	1	2	2	2	1	8	40
10	X-10	3	3	3	3	2	14	70
11	X-11	2	3	2	3	1	11	55
12	X-12	2	3	2	3	3	13	65
13	X-13	2	2	2	2	2	10	50
14	X-14	4	3	2	3	2	14	70
15	X-15	1	2	2	3	1	9	45
16	X-16	3	2	3	3	2	13	65
17	X-17	3	2	2	3	2	12	60
18	X-18	2	2	2	3	1	10	50
19	X-19	3	3	3	3	2	14	70
20	X-20	2	3	2	3	1	11	55
21	X-21	3	3	3	3	2	14	70
22	X-22	1	3	2	3	1	10	50
23	X-23	2	2	2	2	1	9	45
24	X-24	2	2	2	3	2	11	55
25	X-25	2	2	2	2	2	10	50
26	X-26	3	3	2	3	2	13	65
<b>Σ</b>		<b>Total</b>						<b>1465</b>

**The Results of the Students Pretest in Control Class**

No.	Code	pronunciation	Comprehension	Fluency	Vocabulary	Grammar	Total	Score
1	Y-01	3	3	3	3	3	15	75
2	Y-02	2	2	2	3	1	10	50
3	Y-03	2	2	2	3	2	11	55
4	Y-04	3	3	3	3	3	15	75
5	Y-05	3	3	2	3	3	14	70
6	Y-06	3	3	3	3	3	15	75
7	Y-07	2	2	3	3	3	13	65
8	Y-08	3	3	3	3	2	14	70
9	Y-09	2	3	2	3	2	12	60
10	Y-10	3	3	3	3	3	15	75
11	Y-11	2	3	3	2	2	12	60
12	Y-12	2	2	2	2	1	9	45
13	Y-13	3	3	2	4	2	14	70
14	Y-14	2	2	2	2	2	10	50
15	Y-15	2	3	3	3	2	13	65
16	Y-16	3	2	3	3	3	14	70
17	Y-17	2	2	3	4	2	13	65
18	Y-18	1	2	2	2	2	9	45
19	Y-19	3	3	2	4	3	15	75
20	Y-20	2	2	2	3	2	11	55
21	Y-21	3	2	3	3	3	14	70
22	Y-22	2	3	2	3	2	12	60
23	Y-23	3	3	3	3	3	15	75
<b>Σ</b>		<b>Total</b>						<b>1475</b>

### The Results of the Students' Post-test in Experiment Class

No.	Code	pronunciation	Comprehension	Fluency	Vocabulary	Grammar	Total	Score
1	X-01	3	3	3	3	2	14	70
2	X-02	2	3	3	3	3	14	70
3	X-03	2	3	3	4	2	14	70
4	X-04	3	3	3	4	3	16	80
5	X-05	3	3	3	3	2	14	70
6	X-06	4	3	4	4	4	19	95
7	X-07	3	4	3	3	2	15	75
8	X-08	3	3	3	3	3	15	75
9	X-09	3	3	3	3	2	14	70
10	X-10	4	3	4	5	3	19	95
11	X-11	3	3	3	3	2	14	70
12	X-12	3	3	3	4	3	16	80
13	X-13	3	3	3	3	2	14	70
14	X-14	4	3	4	4	3	18	90
15	X-15	3	3	3	3	2	14	70
16	X-16	4	3	3	4	3	17	85
17	X-17	3	3	3	3	2	14	70
18	X-18	2	3	3	3	3	14	70
19	X-19	4	3	4	4	3	18	90
20	X-20	3	3	2	3	3	14	70
21	X-21	5	4	3	4	3	19	95
22	X-22	3	3	3	3	2	14	70
23	X-23	3	3	3	3	2	14	70
24	X-24	2	3	3	4	3	15	75
25	X-25	3	3	3	3	2	14	70
26	X-26	3	3	4	4	3	17	85
<b>Σ</b>		<b>Total</b>						<b>2000</b>

**The Results of the Students Post-test in Control Class**

No.	Code	pronunciation	Comprehension	Fluency	Vocabulary	Grammar	Total	Score
1	Y-01	3	3	3	3	3	15	75
2	Y-02	2	3	2	3	2	12	60
3	Y-03	2	3	2	3	2	12	60
4	Y-04	3	3	3	3	2	14	70
5	Y-05	3	3	3	4	3	16	80
6	Y-06	3	3	3	3	3	15	75
7	Y-07	2	2	3	3	2	12	60
8	Y-08	3	3	3	3	2	14	70
9	Y-09	3	3	2	3	2	13	65
10	Y-10	4	3	3	4	3	17	85
11	Y-11	2	3	3	3	2	13	65
12	Y-12	2	3	2	3	2	12	60
13	Y-13	3	3	2	3	2	13	65
14	Y-14	2	2	3	3	2	12	60
15	Y-15	2	3	3	3	2	13	65
16	Y-16	2	3	3	3	3	14	70
17	Y-17	3	2	2	4	3	14	70
18	Y-18	2	3	3	2	2	12	60
19	Y-19	4	3	3	4	3	17	85
20	Y-20	2	2	3	3	2	12	60
21	Y-21	2	3	3	3	3	14	70
22	Y-22	3	3	3	3	2	14	70
23	Y-23	4	3	3	3	3	16	80
<b>Σ</b>		<b>Total</b>					<b>1580</b>	

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**DOCUMENTATION**

## TREATMENT ACTIVITIES IN EXPERIMENT CLASS



(The Researcher Explain The Material)



(The Students Played Tic Tac Toe Game In Experiment Class)



## TREATMENT ACTIVITIES IN CONTROL CLASS



(The Students Described his Friend Orally)



(The Students Did Their Task with Their Pairs)



(Documentation with Pamong)



(Documentation with the Students)

## CURRICULUM VITAE



**Fitri Indah Sari**, was born in Ujung Pandang, April 7<sup>th</sup>, 1994. She is the last daughter from the happiness couple Alm. Abdul Mustaking and Siti Rohani. She finished her Elementary school at MI Muhammadiyah 8 Maccini, Makassar in 2007. Then she continued her junior high school at SMP Muhammadiyah 13 Makassar and graduated in 2010. In 2013, she completed her Senior High School at SMA Amanah Nusantara Makassar. Afterwards in 2014, she was accepted her study in English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. During her study, she has been actively in Muhammadiyah Students Association which always called IMM FKIP at Muhammadiyah University of Makassar.