AN UNDERGRADUATE THESIS

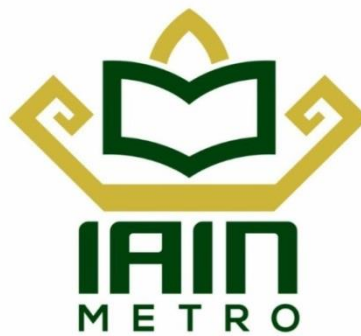## USING TIC TAC TOE GAME TO IMPROVE THE STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE STUDENT OF SMP PGRI 1 KESUMADADI BEKRI

By :

RIFKA UMAYA

STUDENT ID. 1601070118

TARBIYAH AND TEACHER TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2021 M

AN UNDERGRADUATE THESIS

USING TIC TAC TOE GAME TO IMPROVE THE STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE STUDENT OF SMP PGRI 1 KESUMADADI BEKRI

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By :

RIFKA UMAYA

STUDENT ID. 1601070116

Sponsor   : Dr. Dedi Irwansyah, M.Hum
Co-Sponsor   : Andianto, M.Pd

Tarbiyah and Teachers Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2021 M

USING TIC TAC TOE GAME TO IMPROVE THE STUDENTS'

UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE

STUDENT OF SMP PGRI 1 KESUMADADI BEKRI

ABSTRACT
By :

RIFKA UMAYA

The purposes of this research are to show that the use of Tic Tac Toe Game can improve the students' mastery of simple past tense and their learning activities among the eight grade of SMP PGRI 1 Kesumadadi in the academic year 2021/2022. The researcher had limited the problems in this research that focused on simple past tense mastery. To improve simple past tense mastery, the researcher used Tic Tac Toe Game.

Furthermore, the research method of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planing, acting, observing and reflecting. Object of this research is the students' mastery of simple past tense. In collecting the data, the researcher used test, observation, documentation, and field note. This research was conducted in a collaborative study with an English teacher of the eight graders at SMP PGRI 1 Kesumadadi that is Mrs. Kasi Yulianti, S.Pd.

Finally, the result of this research proves that the use of Tic Tac Toe Game can improve the students' simple past tense mastery. It is because based on the result of post-test II, 75% of the students can achieve the minimum mastery criteria (MMC). In addition, the result of post-test II proves that the percentage of students' learning activity is 81%. It means that Tic Tac Toe Game can improve the students' learning activity. Therefore, it is concluded that the use of Tic Tac Toe Game can improve students' simple past tense mastery and their learning activity.

Keywords: *Simple past tense Mastery, Tic Tac Toe Game.*

USING TIC TAC TOE GAME TO IMPROVE THE STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE STUDENT OF SMP PGRI 1 KESUMADADI BEKRI

ABSTRACT
By :

RIFKA UMAYA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Tic Tac Toe Game dapat meningkatkan penguasaan siswa terhadap simple past tense dan aktifitas pembelajaran pada siswa kelas delapan SMP PGRI 1 Kesumadadi pada tahun pelajaran 2021/2022. Peneliti telah membatasi masalah dalam penelitian ini yang berfokus pada penguasaan simple past tense. Untuk meningkatkan penguasaan simple past tense, peneliti menggunakan Tic Tac Toe Game.

Selanjutnya, metode penelitian dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek penelitian ini adalah penguasaan simple past tense siswa. Dalam mengumpulkan data, peneliti menggunakan tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilakukan dalam studi kolaboratif dengan guru bahasa Inggris siswa kelas delapan di SMP PGRI 1 Kesumadadi yaitu ibu Kasi Yulianti, S.Pd.

Akhirnya, hasil penelitian ini membuktikan bahwa penggunaan Tic Tac Toe Game dapat meningkatkan penguasaan simple past tense siswa. Karena berdasarkan hasil post-test II, 75% siswa dapat mencapai kriteria ketuntasan minimum (KKM). Selain itu, hasil post-test II membuktikan bahwa persentase aktivitas belajar siswa adalah 81%. Ini berarti bahwa Tic Tac Toe Game dapat meningkatkan aktivitas belajar siswa. Oleh karena itu, disimpulkan bahwa penggunaan Tic Tac Toe Game dapat meningkatkan penguasaan simple past tense siswa dan aktivitas belajar mereka.

Kata Kunci : *Kemampuan Simple Past Tense,* Tic Tac Toe Game.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

The Title   : USING TIC TAC TOE GAME TO IMPROVE THE STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE STUDENT OF SMP PGRI 1 KESUMADADI BEKRI

Name   : Rifka Umaya
St. Number   : 1601070118
Department   : English Education Department
Faculty   : Tarbiyah and Teacher Training Faculty

APPROVED BY:

To be discussed in the Munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, 03 December 2021

Sponsor

Dr. Dedi Irwansyah, M.Hum.
NIP. 19791223 200604 1 001

Co-Sponsor

Andianto, M.Pd.
NIP. 19871102 201503 1 004

The Head of English Education Department

Andianto, M.Pd.
NIP. 19871102 201503 1 004

NOTIFICATION LETTER

Number   :
Appendix   : 1 (one) Bundle
Matter   : In order to hold the Munaqosyah of Rifka Umaya

To:

The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

    We have given guidance and enough improvement to research thesis script which is written by:

Name   : Rifka Umaya
Students Number   : 1601070118
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education Department
Title   : USING TIC TAC TOE GAME TO IMPROVE THE STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE STUDENT OF SMP PGRI 1 KESUMADADI BEKRI

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.
Wassalmu'alaikum Wr. Wb

Metro, 03 December 2021

Sponsor	Co-Sponsor
Dr. Dedi Irwansyah, M.Hum.	**Andianto, M.Pd.**
NIP. 19791223 200604 1 001	NIP. 19871102 201503 1 004

NOTA DINAS

Nomor	:	
Lampiran	:	1 (Satu) Berkas
Perihal	:	Permohonan Sidang Munaqosyah

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamu'alaikum Wr.Wb

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka skripsi yang telah disusun oleh :

Nama	:	Rifka Umaya
NPM	:	1601070118
Jurusan	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Yang berjudul	:	USING TIC TAC TOE GAME TO IMPROVE THE STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE STUDENT OF SMP PGRI 1 KESUMADADI BEKRI

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk Munaqosyah. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.
Wassalamu'alaikum Wr.Wb

Metro, 03 Desember 2021

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum.
NIP. 19791223 200604 1 001

Dosen Pembimbing II

Andianto, M.Pd.
NIP. 19871102 201503 1 004

RATIFICATION PAGE

No. B-5493/In-28.1/D/PP.00.9/12/2021

An Undergraduate thesis entitled: USING TIC TAC TOE GAME TO IMPROVE THE STUDENTS' UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE STUDENT OF SMP PGRI 1 KESUMADADI BEKRI. Written by: Rifka Umaya, Student Number 1601070118, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, December 10th 2021 at 15:30 – 17:00 p.m

BOARD OF EXAMINERS:

Chairperson   : Dr. Ahmad Subhan Roza, M.Pd. (...........................)

Examiner I   : Dr. Widhiya Ninsiana, M.Hum. (...........................)

Examiner II   : Andianto, M.Pd. (...........................)

Secretary   : Linda Septiyana, M.Pd. (...........................)
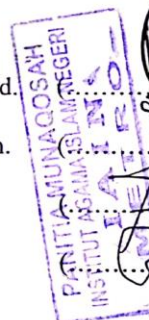
The Dean of Tarbiyah and Teacher Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

viii

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name   : Rifka Umaya

St. Number   : 1601070118

Faculty   : Tarbiyah and Teacher's Training

Department   : English Education Department

State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are excepted from the bibliographies mentioned.

Metro, 10 December 2021
The Researcher

Rifka Umaya
NPM : 1601070118

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama   : Rifka Umaya

Npm   : 1601070118

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 10 December 2021
The Researcher

Rifka Umaya
NPM : 1601070118

MOTTO

الَّذِي جَعَلَ لَكُمُ الْأَرْضَ مَهْدًا وَجَعَلَ لَكُمْ فِيهَا سُبُلًا لَعَلَّكُمْ تَهْتَدُونَ(١٠)

"Who made the earth a resting-place for you, and placed roads for you

therein, that may find your way"

(Q.S Az-Zukhruf: 10)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents,
Mr. Erjunarko and Alm. Mrs. Nuryati who always support me
by their endless love

My lovely sister,
Reysha Natia Mecca who have given wonderful motivation
for me

My beloved lectures of English Departement of State Institute
for Islamic of Metro, Lampung

My beloved friends of English Departement of State Institute
for Islamic of Metro, Lampung

My beloved almamater

ACKNOWLEDGEMENT

In the name of God Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what people need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that she could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the brightness in the world.

This undergraduate thesis is entitled "Using Tic Tac Toe Game to Improve Students understanding on Simple Past Tense At The Eight Grade Student of SMP PGRI 1 Kesumadadi".

The writer would like to express her sincere gratitude to:

1. Dr. Zuhairi, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.

2. Andianto, M.Pd, the Head of English Education Department and co-sponsor, Dr. Dedi Irwansyah, M.Hum as the sponsor.

3. All lecturers of English Education Department who have taught and educated the researcher during her study at IAIN Metro.

4. Badriyah, S.Ag, the Headmaster of SMP PGRI 1 Kesumadadi, who has allowed the researcher conducted the research in her school.

5. All teachers and staff of SMP PGRI 1 Kesumadadi. Especially, Mrs. Kasi Yulianti, S.Pd, the English teacher of the tenth graders of SMP PGRI 1 Kesumadadi.

6.   Her beloved family. Thanks for attention, love, help and motivation. Because of you all, she become who she is now, much better than before.

The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it.

Metro, November   , 2021
The Researcher

RIFKA UMAYA
Student Number. 1601070118

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. **Background of the Study**

Writing is the production of the written world that results in a text but the text must be read and comprehended in order for communication to take place. It means that writing is the skill used to explore the idea and other communication activities. Teaching materials and media are developed by teachers in teaching and learning activities. Then, students get the interest of media and it will help them to learn English easily. In learning process, writing is one of important skills which is taught in school. Writing is language skill that can be used to communicate and to express with other in written form. Based on the statement, writing is very important because writing can help students' express their idea, feeling, and expanding our knowledge.

Furthermore, grammar instruction is very important in teaching English process. Grammar is the system of a language or collection of rules governing the language. Furthermore, grammar is an important aspect for forming words and building English sentences. Moreover, grammar is a systemic description of linguistic mastery of native speaker of a language which enable them to speak. Grammar is the important aspect to communicate with other people because grammar can show the meaning in communication. In addition,

grammar is central to the teaching and learning of language that also becomes one of the meaningful aspects of language to teach as well as to learn well.

In addition, grammar has many great benefits. Grammar improves the language learners' listening and speaking skills. Knowing Grammar helps the language learners to be easier in communication process. When the language learners meet a new person, the language learners apply the present simple tense to talk about facts and regular habits. Meanwhile, grammar rules help the language learners to make the communication to appear coherent and more logic. English speakers tend to speak very fast with a lot of short forms and silent sounds. Knowing grammar helps the language learners to catch these short forms and silent sounds by guessing the idea what the speaker want to say.

Furthermore, grammar improves the language learners reading and writing skills. Knowing basic grammar is important in order to be able to analyze and to improve the language learners' language performance. Understanding the use of noun, verbs, adverb, adjective, phrase or clause helps the language learners to write English better. Furthermore, writing requires a lot of mental effort. Most English learners do their writing tend to make mistake and misuse of grammar rules, which are very easy to recognize.

Moreover, English grammar mastery is influenced by several aspects that can be categorized into linguistic aspects and non-linguistic aspects. The aspects that affect grammar include of vocabulary mastery, writing mastery,

reading mastery, comprehension of the context, punctuation and writing mechanic. Mastery of high English vocabulary makes language learners effectively to extract the sentences using the right word diction. Good writing mastery sharpens one's grammar mastery because the writing process increases the intensity of grammar learning. Good reading mastery provides input to the language learners in the form of vocabulary and grammar input so that the quality of the writing is better. The right use of punctuation and writing mechanic produce quality writing that has quality coherence and cohesiveness. Comprehension of the context strengthens the results of writing by using the right grammar.

However, grammar is not an easy thing to be mastered by language learners. There are many problems got by language learners in the process of understanding grammar in English. Problems in learning grammar are caused by limitations of the linguistic and nonlinguistic aspects. The linguistic limitations that become the causes of low grammar mastery include of limited English vocabulary makes the learners difficult to express the message that is written. The low writing skills cause the language learners to be unable to compile the main message correctly. The low reading mastery in English causes the language learners to have various comprehensive inputs so that they have limited knowledge. The language learners' inability to interpret the context of the situation to be compiled causes them to use the wrong grammar. The weak mastery to apply the concept of punctuation and writing

mechanic makes the results of the writing to be difficult to understand and untidy.

The problems in learning grammar are also caused by various nonlinguistic aspects which include lack of suitable grammar teaching strategies, less interesting learning media used in learning grammar, lack of support from the environment, lack of motivation and interest in learning grammar. The strategies for teaching grammar which are less precise with the goal become cause the learning process to be ineffective and boring so that students become less motivated in learning grammar. The less attractive and monotonous media to learn grammar creates a saturating and difficult grammar learning process. The limited support from the environment that is parents, classmate, and the community to learn grammar causes low motivation and interest in the process of learning grammar.

Moreover, the researcher has conducted a pre-survey to find out the students' grammar problems of Eight Grade at SMP PGRI 1 Kesumadadi Bekri on March 3th, 2020. The researcher conducted a pre-survey by asking the archive of students' grammar assignments to the English teacher of the class. The form of student assignment is in the form of simple past tense matery assignments. students' simple past tense mastery of Eight Grade in SMP PGRI 1 Kesumadadi Bekri classified into two criteria namely complete and incomplete based on the minimum mastery criteria (MMC) for English subjects in that class which is 70. The results of the classification of students'

simple past tense mastery of Eight Grade in SMP PGRI 1 Kesumadadi Bekri

shown in the following table:

Table 1

The Data of Pre-Survey of Simple Past Tense Ability at Eight Grade

in SMP PGRI 1 Kesumadadi Bekri

No.	Grade	Frequency	Percentage	Criteria
1.	≥ 70	3 students'	9 %	Complete
2.	< 70	29 students'	91 %	Incomplete

Source: Archived from the students' assignment of simple past tense given by the English teacher on March 3th, 2020.

Based on the pre-survey results above, it is known that the number of students who did not reach MMC were 29 students (91%). While the number of students who can reach MMC is only 3 students (9%). It means that the percentage of students who can reach MMC is less than the number of students who cannot reach MMC. Thus it can be concluded that the students' simple past tense mastery of Eight Grade in SMP PGRI 1 Kesumadadi Bekri is low.

Students' simple past tense problems of Eight Grade in SMP PGRI 1 Kesumadadi Bekri are caused by limited English vocabulary they have, poor mastery of writing, low reading mastery, difficulty in determining the context of the situation to be written in the right grammar in particular. Besides that the weak students' simple past tense mastery of Eight Grade in SMP PGRI 1 Kesumadadi Bekri are also caused by their low motivation and interest in learning simple past tense.

In line with the students' simple past tense problems of Eight Grade in SMP PGRI 1 Kesumadadi Bekri efforts are needed to improve their simple past tense mastery. One of the efforts to improve simple past tense mastery is by applying the appropriate teaching strategy. A teaching strategy that is suitable for improving simple past tense mastery is Tic Tac Toe Game. Tic tac toe game is a board game that using sign noughts and cross. For example, teacher can draw nine box frames and write different word or categories in each box. Terms have to make sentences or questions with the words and if they get them right, they can put their symbol (O or X) on the square to draw their winning straight line.

In this case, the researcher will use Tic Tac Toe game as technique to improve students understanding on simple past tense. Here, the game is used to deliver the materials in order to be more fun for students in the process of teaching learning, so they will be enthusiastic in joining the activity. It is important to use game as an alternative way in teaching grammar. This game can be applied in teaching and learning. Beside students given some exercise many times. And students also have chance to respond or correct other friend. There is competition on Tic Tac Toe game, so it make students to be enthusiasm and active in learning.

To play Tic Tac Toe game, teacher needs two or four students or players. The first, teacher distributes one paper (Tic Tac Toe grid) consist of present verb. The students change the base verb into past (regular or irregular). After that each person must make a simple sentence from the verb

using simple past tense form complete with the time signal of simple past tense. If the sentence is correct, the student put an "X" or an "O" in the square containing the verb. Tic Tac Toe is appropriate game to make students creative to build sentences and active in the class. Tic Tac Toe game will make students easier to understand simple past tense and it will make students more creative to make and use sentence using simple past tense in the some contexts and in the their real activities. This study is about Using Tic Tac Toe Game to Improve Students Understanding on Simple Past Tense on Students Eight Grade of SMP PGRI 1 Kesumadadi Bekri, and the researcger will use a classroom action research as the approach of the study.

B. Identification of the Problem

Based on the pre-survey results listed on the background of the problem, research problems identified as follows:

1. The students have limited English vocabulary.

2. The students have poor writing skill.

3. The students have inadequate reading skill.

4. The students have insufficient simple past tense mastery.

5. The students have low motivation.

6. The students have low interest in learning simple past tense.

C. Limitation of the Problem

Based on the problems that have been identified, the researcher limits the research problem by focusing on the students' low simple past tense mastery. This research is in the form of classroom action research by

implementing Tic Tac Toe Game strategies in improving students' simple past tense mastery. Therefore, the title of this research is "Using Tic Tac Toe Game to Improve Students Understanding on Simple Past Tense on Students Eight Grade of SMP PGRI 1 Kesumadadi Bekri"

D. Formulation of the Problem

After limiting the research problem, the researcher formulated the research problem as follows:

1. Can Tic Tac Toe Game improve the students' simple past tense mastery in SMP PGRI 1 Kesumadadi Bekri?

2. Can Tic Tac Toe Game improve the learning activities among the eight graders of SMP PGRI 1 Kesumadadi Bekri?

E. Objective and Benefits of the Study

1. Objective of the Study

a. This study aims to investigate whether the use of Tic Tac Toe Game can improve students' simple past tense mastery of Eight Grade at SMP PGRI 1 Kesumadadi Bekri.

b. This study aims to investigate whether the use of Tic Tac Toe Game can improve students' learning activities of Eight Grade at SMP PGRI 1 Kesumadadi Bekri.

2. Benefits of the Study

This research has many benefits not only for researcher, but also for the students, for the English teachers, and for the school.

a. For the students

This research is expected to contribute significantly to improving students' simple past tense mastery. Through the implementation of Tic Tac Toe Game, students are expected to be helped in the process of learning simple past tense effectively. Besides that, through this research students' motivation and interest in learning simple past tense is expected to improve.

b. For the English teachers

This research is expected to be an inspiration for the English teachers in choosing and applying the right strategy in simple past tense teaching. The implementation of Tic Tac Toe Game is expected to help English teachers in guiding students in the process of learning simple past tense effectively. In addition, the teacher is more creative in creating a learning atmosphere that is not monotonous.

c. For the other researchers

This research is expected to be useful for other researchers who will improve students' grammar skills, especially regarding simple past tense mastery. Through the results of this study, other researchers can take information not only related to the concept of Tic Tac Toe Game but also about practical steps in improving simple past tense mastery by using Tic tac Toe game. Therefore, this

research can be a reference for other researchers to improve students' grammar mastery.

F. Prior Research

Rini (2012) used classroom action research (CAR) to solve the students' vocabulary. The subject of this study were students' of VIII.1 of SMPN 1 Payung. This research shows that applying tic tac toe game can improve students' vocabulary score in each test. The writer suggests that the English teacher could implement the approach of Tic Tac Toe game in order to motivate students' in vocabulary.[1]

Ovalina (2010) used classroom action research (CAR) conducted to solve the students' problem in understanding and using the simple past tense. The subject of this study were students' of class VIII.6 of SMPN 17 Tangerang Selatan. The finding of this study indicated that the implementation of Contextual teaching learning was success were achieved, showed that 71,79% of students had already achieved the target score. Based on the finding mentioned before, the writer suggests that the English teacher could implement the approach of Contextual Teaching Learning in order to motivate students' in simple past tense.[2]

Risnawati (2019) used experimental method. The subject of this study were students' of class VIII of SMPN 3 Bontonompo. The result of her study,

---

[1] SusantiRini. Improving The Students' Vocabulary Achievment By Applying Tic-Tac-Toe Game A CAR Of Eight Grade Students Of SMP Negeri 1 Payung In The Academic Year 2012/2013 Skripsi:Jakarta, Faculty of Tarbiyah and Teaching Training State Islamic University.2013.

[2] Ovalina. "Improving Student's Ability in Using Simple Past Tense through Contextual Teaching Learning". Skripsi:Jakarta, Faculty of Tarbiyah and Teaching Training Syarif Hidayatullah State Islamic University. 2010.

the students' vocabulary had increased after being given treatment using Tic Tac Toe Game. In other words, the use of Tic Tac Toe Game was effective for improving the students vocabulary. The writer suggests that the English teacher could implement the approach of Tic Tac Toe game in order to motivate students' in vocabulary.[3]

Three researchers above discussed game and one of them discussed about simple past tense. According to the result of their research that games are useful thing for teacher and students. They had similarity with the writers' study. They involved game as a media in learning. But there is significant difference between previous researcher and the researchers. The first and third research the application of tic-tac-toe game could effectively improve the students' motivation.

In this case the researcher utilizes a game as a media to observe the improvement of students' understanding on simple past tense. This research use specific game and specific material, so the result of this research is more accurate than three researches above. The researcher uses classroom action research (CAR) observation checklist, test and document to collect the data

---

[3] Risnawati. "The Use of Tic Tac Toe Game to Improve The Students' Vocabulary (A Pre Experimental Study at the Eight Grade of SMPN 3 Bontonompo)". Faculty of Teacher Training and Education Makassar Muhammadiyah University. 2019.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Review

1. Concept of Grammar

According to Brown, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.[4] It means that the relationship of words in a sentence is built by grammar. Grammar is the study of words into a large order (morphology and syntax) that relate each other so that the large order can give information to the reader or listener.[5] Furdermore, David define that grammar is generally throught to be a set of rules specifying the correct ordering of words at the sentence level.[6]

It should be admitted, good mastery in grammar will enable people easily to express information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people do not master the grammar because the purpose of communication cannot be reached. It is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

---

[4] H.Douglas Brown, *Teaching by principle – An Interactive Approach to Language Pedagogy*, New York: Longman, 2001, p.362.

[5] Erni Rahmawati Sibuea, "Improving the students mastery in simple past tense through peer-editing technique," *Journal ESTUPRO* Vol. 5 No. 3 (2020): 3.

[6] David Nunan, *Practical English Language Teaching,* (New York: Mc Graw Hill companies, 2003), p.154

It can be seen from the result of the experts, it can be concluded that grammar is considered as a system of the rules of the language that is used in context of communication and also grammar will help the students to arrange the sentences well, and certainly the students can communicate by using good English. It means by mastering grammar the learner will be mastering "four skills" English.

2. Concept of Tenses

. The word " tense" is from Latin tempus meaning time.[7] Tenses are the important part for the learners to make their language become systematic. It is because English has different rules for the different time and situation. Because of that, the learners must master about tensesIt is indicated whenever we use a finite verb. A useful way to explain tense to students are facing the students and making symbolic gestures. As the direction of reading in English is from left to right, we use a corresponding sequence. To the students" left we indicate something occurring in the past. Directly in front indicates something occurring now, in the present, and to the right something which is to happen in the future.

Tense is the grammatical expression of relative time. Situations being communicated in clauses are often anchored in relation to a reference point, usually the moment the clause is spoken, i.e., "now." If we think of time as a line, with "now" represented by a point moving from left to right, we can imagine relative time in terms of Figure. Time that is on

---

[7] Barbara Dykes, *Grammar for Everyone Practical Tools for Learning and Teaching Grammar,* (Victoria: Acer Press, 2007), p.44.

the left side of now is past, and time on the right side of now is future. Now is of course the present. It can be said that the different activities in the different time have the different way to express in writing form or spoken.

A tense system is a system associated with the verb where the basic contrasts in meaning has to do with the location in time of the situation, or the part of it under consideration. Past and present times are relational concepts. Usually past time is understood as time preceding the time of speaking and present time is time simultaneous with the time of speaking.[8] It can be said that the time of the situation has to be considered to determine the concept of tense.

From some explanations, it can be concluded that the word "tense" is the grammatical expression of relative time that indicated whenever we use a finite verb that should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense is one of important parts of structure in English, in teaching learning English the teacher should make the students understand about tenses which are used to make them able to make sentence because tenses are a verb form that are used in certain time so it must be mastered by the students. Regardless of formation, we will identify three tense:[9]

---

[8] Rodney Huddleston and Geoffrey K, *A Student's Introduction to English Grammar,* Cambridge: Cambridge University Press, 2007, p. 44.

[9] Bernard T. O'Dwyer, *Modern English Structures Form Function and Position,Second Edition, (*Canada: Broadview Press, 2006), p. 117-119.

a. Present tense

The present tense is expressed by a combination of a personal pronoun plus a verb base: the base takes the inflectional –s suffix for the third person singular.

b. Past Tense

The past tense, as we have seen, is marked by an -(e)d or -t inflectional suffix for regular verb and frequently an ablaut for irregular verbs.

c. Future Tense

Future tense as a distrinctive verb form does not exist in English. While there is no true future tense verbal form, we can express it by ac ombination of the auxiliary modals shall or will plus the base / infinitive form ofa verb. Futurity can also be expressed by words that imply future action; these are generally adverbs of time: *later, tomorrow, next year, etc.*

3. Simple Past Tense

Past tense is used to locate a situation time in the past time here and in doing so create a past domain. The past time sphere is conceived of as disconnected from the present time sphere (which comprises the pre-present), the (punctual) present, and the post-present.[10] The simple past tense is used to describe things that happened in the past or things that were true in the past. The things that happened in the past may be single

---

[10] Reenar Declerck, *The Grammar of the English Tense System,* (New York: Mouton de Gruyter, 2006), p. 195.

repeated or habitual actions. The simple past tense always describes even that have been carried out or completed in the past.[11]

The simple past tense, sometimes called the preterit, is the past tense of modern English. It used to describe events in the past. It may combine with either or both of two aspects, the perfect and progressive. The simple past is used to talk about activities or situations that began and ended in the past.[12] From the several statement above, it can be concluded that the simple past tense describes an action which happened in time before the present time is no longer happening. Simple past tense is also used if the happened completely in the past even the time is not mentioned. There are some formulas in the simple past tense:

Table 2

Form of The Simple Past : *Regular Verb*

Statement	I-You-She-He-It-We-They *worked* yesterday.
Negative	I-You-She-He-It-We-They *did not (didn't) work* yesterday.
Question	*Did* I-you-she-he-it-we-they work yesterday?
Short Answer	Yes, I-you-she-he-it-we-they *did.* NO, I-you-she-he-it-we-they *didn't.*

Table 3

Form of The Simple Past : *Be*

Statement	I-She-He-It *was* in class yesterday. We-You-They *were* in class yesterday.
Negative	I-She-He-It *was not (wasn't)* in class yesterday. We-You-They *were not (weren't)* in class yesterday.
Question	*Was* I-she-he-it in class yesterday? *Were* we-you-they in class yesterday?
Short Answer	Yes, I-she-he-it *was.* Yes, we-you-they *were.* No, I-she-he-it *wasn't.* No, we-you-they *weren't.*

---

[11] George Davidson, *Verbs and Tenses,* (Learners Publishing, 2003), p. 208
[12] *Ibid.* 25

All those actions are in the past, and they are all finished; they do not carry over into the present. Two of them are singular noun (she and Mr. Bean); one of them is plural noun (some students) used.

The example above, show that the use of "was" is used for the pronouns I, She, He, It, however, the be "were" is used for pronouns You, We. The use of "was" only for the singular noun and the use of "were" only for the plural noun. Furthermore, the negative statement use "not" after the verb be in the sentence. Meanwhile, the constraction for "was not" is "wasn't", the constraction for "were not" is "weren't". The constraction is used to make the sentence easier in written or utterance.

Since the simple past tense referse to the activity ended in the past, the expression of the time can be neglected from the pattern. The expression of past time specify the time in the past when an action was completed. Here are some example expression for the past:

Last Night	10 minutes ago	Yesterday
Last Sunday	An hour ago	Yesterday morning
Last Week	A week ago	Yesterday afternoon
Last Month	A month ago	The day before yesterday
Last Year	Two years ago	

The example of regular verb and irregular verb can be seen in the following table.

Table 4

The Example of Regular Verb

No.	The Simple Form	The Simple Past
1.	Play	Play**ed**
2.	Stop	Stopp**ed**
3.	Finish	Finish**ed**
4.	Wait	Wait**ed**
5.	Try	Tri**ed**
6.	Hope	Hop**ed**[13]

Table 5

The Example of Irregular Verb

No.	The Simple Form	The Simple Past
1.	Make	Made
2.	Come	Came
3.	Do	Did
4.	Meet	Met
5.	Speak	Spoke[14]

B. Game

1. Teaching English Through Game

Teaching that is humanly most helpful begins with training which can be examined in the interaction of mother and offspring in many species.[15] Then teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.[16] It means that teaching is some activity that is give guidance and knowledge with training. Even where teachers and students come from the same town, village, or social

---

[13] Betty S. Azar, *Fundamental of English Grammar,* (New York: Longman, 2003). P. 32.
[14] *Ibid.*33.
[15] Gabriel Moran. *Speaking of Teaching. Lesson of History.* (United State of America: Lexington Books). P.155.
[16] H. Douglas Brown. *Principle of Language Learning and Teaching.* (San Francisco University: Pearson Longman. 2007). P. 8.

group they are likely to live in different culture-that of teacher and students.[17]

Games do not only help children learn vocabulary or grammar but also develop learners" social, communicative skills. Their sense of fair play encourages and increases cooperation. Games can help the teacher create useful and meaningful contexts for learning new vocabulary.[18] Using games in teaching and learning of vocabulary is particularly effective because in a fun situation, learning is less stressful for children. Games provide one way of helping the learners to experience language rather than merely the study of it. By using games, it will help and encourage many learners or their students to sustain their interest and work.

Kamra concluded that using games is an efficient way to teach English in the classroom. This way the teachers get the best results in the classroom. It raises students' motivation. Games prepare young learners for life and they acquire positive social attitudes. Games teach sharing, helping each other and working as a team. In the process, children learn by doing, living, trying, and imitating. As a result, this kind of learning is lasting. During games, some feelings such as the pleasure of winning and the fear of losing may arise. This opportunity gives to the teacher an idea about the students' character. Simpson wrote that games can be used with

---

[17] Jeremy Harmer. *The Practice of English Language Teaching. P. 96.*
[18] Cameron, L. (2001). Teaching languages to young learners. Cambrigde: Cambrigde University Press.

all of the language skills; it can be focused on speaking, reading, listening, or writing.[19] Moreover, other advantages by using games are reducing anxiety and decreasing stressful feelings of the students.

2. General Concept of Game

Wright, Betteridge and Buckby stated in *Games for Language Learning* book 'Game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.[20] From that statement, the researcher infers that students can learn and practice foreign language in fun way. Fun way can help students accept information easily. The students will not bored with situation and can learn and practice as play. In fun way, students will fell enjoy and relax. This situation will help students get materials well. Students will not fell learning but playing.

The objectives of games must be clear that the students know what they expect to do in the activities. Sometimes the teachers use a strategy in playing games in order to make them more interesting. It is according to oxford learner's pocket dictionary, game is" a secret plan or trick".[21] It means that the teacher can make games more interesting by trick, so that students enthusiastic to play this game. From some explanations above, it can be argued that games are part of interesting activities, which it can be

---

[19] Robbins, S. (2005). Organizational behavior (1th ed).Upper Saddle River, NJ: Pretice Hall Inc.

[20] Andrew wright. Et al. *Game for Language Learning.* 3rd Ed. (Cambridge: Cambridge University Press. 2006. p. 1.

[21] Victoria Bull. *Oxford Learner's pocket Dictionary. Fourth Edition.* (New York: Oxford University press. 2008). p. 181

done in the classroom as a secret plan or trick, so that it entertains for the students, and it also can make the teaching learning process fun, especially either for the teacher or the student.

3. The Types of Games

It is explained in games for language learning book that there are four types of games. They are class games, individual games, pair-work games, and group-work games.[22] It means that it is especial value in ensuring that every learner has optimum opportunity for oral practice in using language, and it also make student can interact each other.

According to Nurhajati and Agung in Cahyono and Mukminatien as cited by Nursalim, Wardani, Karraske In teaching learning also used game to make learning process more fun, especially in learning grammar. There are some kinds of games in teaching grammar:

1. Competitive game, which the game had the players or team race to be the first reach the goal. In this kind of the game the players focus on how to be the winner.

2. Cooperative game, which the players or team can work together toward a common the goal. This kind of the game makes the player or team doing togetherness toward a setting out the cooperation teams.[23]

---

[22] *Ibid.*3.

[23] Nursalim. et al. "The Effectiveness of Using Tic Tac Toe Games in Student's Understanding on Simple present Tense At The First Grade Of SMPN 1 Kabupaten Sorong." *Interaction: Jurnal Pendidikan Bahasa.* Vol. 5. No. 2. 2018. p. 84.

4. **The Advantage of Game**

According to Amanto as cited by Hasan states that there are many advantages to use game. Games can lower anxiety, thus making the acquisition or input more likely. They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinion and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible a typical lesson.

According to Salaka as cited by Hasan, the advantages of using games are:

1. Having games in the classroom is help to break up the tedium of learning the language.

2. Providing a game in the classroom transforms the mostly material centric pedagogy into a more student's centric lesson, this helps to not only reinforce the material through active practice, but it serves to make up the material meaningful for the student which helps them to retain and regurgitate the language better.

3. Games help to break down student's reliance on textbook formulation, and in turn, allow them to incorporate the language into their own language patterns.

4. Games allow the material previously studied to be reviewed and not overwhelm the students with more material they can currently handle.

5. Games provide a completely students centric activity where the teacher serves only as facilitator and provides opportunity for all students in the

class to participate. We can conclude that games are useful for the students and the teacher as well, especially because games can provide intermediate for the teacher.

Nevertheless, some games are, of course, more suitable for the children and other for adults, thus teacher should choose which is suitable.[24]

C. Tic Tac Toe Game

The Tic-Tac-Toe, also called noughts and crosses, is originally designed as a paper and pencil game.[25] Tic-Tac-Toe game is a game can be played by two players where the square block (3 x 3) can be filled with a cross (X) or a circle (O).[26] Tic Tac Toe is a board game that can be played using the board or paper by drawing nine box frames. Then each box is written different words or categories. Each player has to make sentences or questions with the words. They get them right they can put symbol (O or X) on the square. The player who succeeds in placing three of their own marks in a horizontal, vertical or diagonal row wins the game.[27]

Tic Tac Toe is a simple game, and use simple material. If this game is played optimally by both players, it will make a tie. However, many players still enjoy it. And this game can be mademore complex by increasing the size

---

[24] Hasan. "Improving Students English Vocabulary by Using Tic Tac Toe Game at The Second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang." *Jurnal Edumaspul*. Vol. 2. No. 2. 2018. p.82-83.

[25] Chen-Huei Chou, "Using Tic-Tac-Toe for Learning Data Mining Classifications and Evaluations. " *International Journal of Information and Education Technology.* Vol. 3. No. 4. August 201., p. 437.

[26] Thota. "Implementation of Tic-Tac-Toe Game iLab VIEW." *International Journal of Computer Trends and Technology (IJCTT).* Vol. 12, No. 2, 2014, p. 71.

[27] Wela Agustia, Zul Amri, "Improving The Students Speaking Ability By Using Tic Tac Toe Game To Be Media at Junior High School" *Journal of English Language Teaching*. Vol. 1 No. 2. Maret 2013. p. 226.

of the board. The game has become known (perharps more popularly) as Tic Tac Toe in American English. It may be that the ancient Roman game of Terni Lapili was an identical game although the evidence is somewhat mixed. It is certainly true that identical grids to the noughts and crosses grid have been found scratched and etched into surfaces all over the ancient Roman Empire. However not a single nought or cross have been found to confirm the link.

1. **Tic Tac Toe Game to Teach Simple Past Tense**

There are many kinds of game that can be applied in teaching and learning English such as Bingo, Miming Game, Twenty Question Game, etc. In this case, researcher applies Tic Tac Toe game to teach Simple Past Tense. On the ground that, this game can make students better understand the use and change of sentences based on the time signal of past event. Tic Tac Toe game makes students are creative to create sentence themselves. It helps them apply the simple past tense in certain game, such as narrative, recount and spoof.

The students play Tic Tac Toe game in a group. Using media in game Tic Tac Toe would be allowed more than one-way communication, the teacher not only give verbal stimulus but also gave stimulate students to shows their main-set their own.[28] The procedures are first, teacher draws the nine or twelve boxes content of infinitive verbs. Second, teacher distributes blank Tic Tac Toe Grid for each group. Then students choose

---

[28] *Ibid,* 88.

24

one verb on the board and change it into past verb and they continue to make a sentence form the verb using form of simple past tense. If the students can answer or make question they can put sign (O) or (X) on their Tic Tac Toe Grid.

Table 6

The Grid of Tic Tac Toe Board

O	X	O
X	O	O
X		O

Table 6.1

The grid of Irreguler verb

Teach	Write	Speak
Sleep	Tell	Drink
Go	Think	Sing[29]

Horizontal Line

Vertical Line

Diagonal Line

Example:

a. Teach to be Taught

My Father <u>taught</u> in Islamic Junior High School two years ago.

b. Sleep to be Slept

I slept last night.

c. Go to be Went

---

[29] *Ibid.* 33.

25

Her sister went to Surabaya yesterday.

    d.   Write to be Wrote

They wrote poem last month.

Certain games are good devices for practicing grammar points where the challenging resides in the formal dimension.[30]

2. The Characteristic of Tic Tac Toe Game

Tic Tac Toe is a simple game, and use simple material. If this game is played optimally by both players, it will make a tie. However, many players still enjoy it. And this game can be made more complex by increasing the size of the board. Tic Tac Toe is played two players, use 3 x 3 grids. Each player tries to get three in a row, or 4 x 4 grids each player tries to get four in a row. And also can be played on large grids, such as 10 x 10 or even 20 x 20 grids.[31]

3. Procedure of Tic Tac Toe Game

The procedure are:

1. The teacher divides the students into two groups. one represents crosses (x) and the another represents noughts (o).

2. Teacher decides who will be the firstteam. For example, it can be started by tossing the coin orthe students can pick cards marked "x" or "o" randomly. The first team will be given a chance to choose one of the phrases in the grid.

---

[30] Marianne Celce Murcia, *Teaching English at a Second or Foreign Language* (USA: Heinle & Heinle, 2001). 3ed, p.259

[31] Jozsef Beck, *Combinatorial Games Tic Tac Toe Theory,* New York: Cambridge University Press, 2008, p.

3. The teacher makes nine grids on the blackboard. Then,writes some words in it.

4. Then, the first team chooses the square it wants to play.

5. The team has to choose a grid in vertical, diagonal, or horizontal line.

6. The opponent team must try to block the another team from making the three in rows and put their symbol in the grid.

7. The team that is first able to make a sentence and has a symbol "o-s" or "x-s" in three rows (based on his/her group) horizontally, vertically, or diagonally is the winner.[32]

4. The Strategy of Playing Tic Tac Toe Game

In learning Tic Tac Toe, the teacher had roles. The teacher should consider the strategy before beginning learning process using the game. There are: Preparing the media. To apply this game the important media needed is board. It attracted the students' attention and it also can help student understand the material easily. To play Tic Tac Toe game, teacher can draw at board or bring the big set of paper to student.

1. Preparing the students

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

2. Explaining learning skill

   In choosing the language item, the teacher has to explain what to do at a

---

[32] *Ibid.* 230-231.

certain point. Although, the teacher is facilitator who can created the activity where the student do not only use the language, but the teacher also helps the student to understanding the reason of knowing something. Tic Tac Toe is one of game where chose as subject.

3. Managing the classroom

The classroom should be a place where learners can write the tenses especially simple present tense based on the structure. In addition, students also had role, where this game will not run effectively if there is not participant from students. In this game student will work in group. Student will cooperate with another friend in group to play this game.

Tic Tac Toe has easy, medium, and hard playing. So it can be applied for every age by using some procedures. Nevertheless, teacher should pay attention to student's capability in playing this game. In teaching and learning, teacher applies this game as a medium to teach English, such as spelling Tic Tac Toe game, conditional Tic Tac Toe game or verbal Tic Tac Toe game. Tic Tac Toe game is a fun way for students to practice their English while enjoying some competition. This game is best played as a class with the teacher checking answer. However, with larger classes, the game can also be played in pairs while the teacher goes around the room checking answer. Unfortunately, sometime when applying this game in the class, teacher cannot control the class.

D. Action Hypothesis

The action hypothesis of this research is stated, as follows:

"The use of TIC TAC TOE Game can improve students' understanding of simple past tense at the eight graders of SMP PGRI 1 Kesumadadi Bekri."

CHAPTER III

RESEARCH METHOD

A. Operational Definition of Variables

The term of variable as a characteristic of the participants or situation that has different values in a study.[33] An oprational definition describes or defines a variable in terms of the operations used to produce it or techniques used to measure it. It means that, variable is the condition or characteristics when experiment can manipulation, control or observation. Variable in this research are Tic Tac Toe Game and Simple Past Tense. Based on the statement above, the operational defines as follows:

1. Independent Variable

Independent Variable is The presumed cause in an experimental study. All other variables that may impact the dependent variable are controlled. The values of the independent variable are under experimenter control.[34] It can be conclude that Independent variable is one by one receive the experimental manipulation, or treatment from the researcher. It is the variable which is selected, manipulated and measured by the research. Independent variable of this research is Tic Tac Toe Game teaching technique. In this research, the researcher will use Tic Tac Toe Game teaching to observe the students' simple past tense in the eighth grade of SMP PGRI 1 Kesumadadi..

2. Dependent Variable

---

[33]Robert J. Harmon, George A. Morgan, "Research Problems and Variables", *Journal of the American Academy Psychiatr,* (Lippincott Williams & Wilkins, a Wolters Kluwer Company), Vol. 38, p. 36

Dependent variable is the presumed effect in an experimental study. The values of the dependent variable depend upon another variable, the independent variable.[35] It means that dependent variable is the variable which is observed and measured to determine the effect of independent variable. Dependent variable of this research is simple past tense. It is can be defined as knowledge in identification the text that students have been read.

B. Research Location

The researcher conduct the research at SMP PGRI 1 Kesumadadi located in Kesumadadi, Bekri, Central Lampung, Lampung.

C. Research Subject

The subjects of this research are the students of the tenth grade of SMP PGRI 1 Kesumadadi especially the students of Eight Grade. The students consist of 11 males and 21 females, so the total is 32 students. Furthermore, the object of this research is students' simple past tense mastery.

Table 8

Total Students of the Eight Grade SMP PGRI 1 Kesumadadi

Class	Gender	Total

[35]*Ibid.,*

	Male	Female	
VIII	11	21	32

D. Research Procedures

The method of this research is Classroom Action Research (CAR). The design apply in this research is a collaborative classroom action research. In conducting the research, the researcher collaborate with the real English teacher of SMP PGRI 1 Kesumadadi as an observer and collaborator. The name of the observer is Kasi Yulianti who help the researcher to observe the students' learning activities. Burns states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process.[36] Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result. In addition, Kemmis and McTaggart in Burns explain that CAR typically involves four steps in a cycle of classroom action research. They are planning, acting, observing, and reflecting. The first cycle has a possibility to be continue to the next cycle until the implementation of research increases outcome of learning. Accordingly, the cycle of this research is spiral process. The cyclical classroom action research is presented as follow:[37]

---

[36]Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), 2.
[37]Ibid., 8-9.
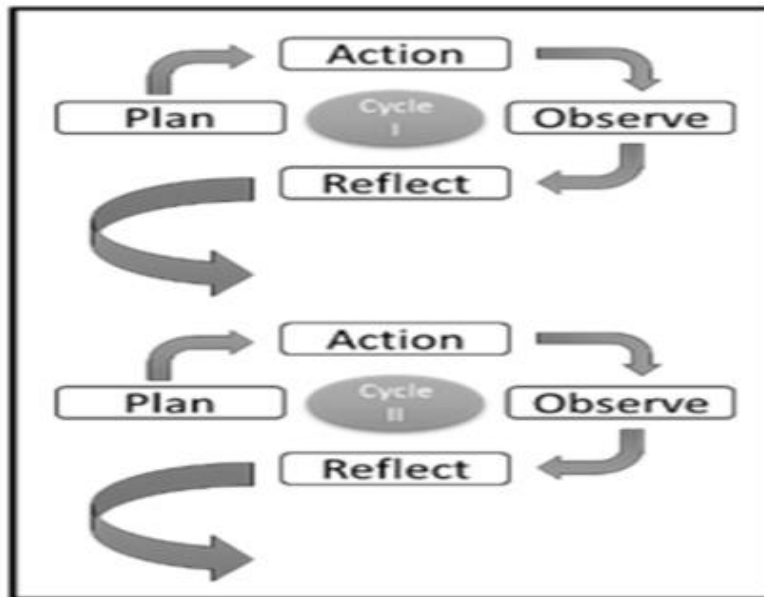
Figure 1: Cyclical Classroom Action Research by Kemmis and McTaggart

From the design above, here are the explanations about procedures that conduct by the researcher in classroom action research.

2. **Action Plan**

There are many steps of the research cover four phases in each cycle. The following steps are:

1. **Cycle I**

   a. Planning

      Planning is the first step in each activity. Without planning, the learning activity does not achieve the main goal. Here are the steps that the researcher does in planning:

      1) The researcher prepare the material, source, and media of learning.

      2) The researcher prepare the type of the learning.

      3) The researcher prepare the instrument of observation.

33

b. Acting

The second step in the action research is acting. It is the implementation of the planning. The general steps conduct by the researcher are point as follows:

1) Pre Teaching Activities

   a) The researcher greets the students' and ask them to pray.

   b) The researcher checks the attendance list.

   c) The researcher choses the appropriate material.

2) While Teaching Process

   a) The researcher will present the story that contains of Simple Past Tense.

   b) The researcher highlight the grammatical feature of the language to be discuss by asking questions about sentence which find in the text that contains of Simple Past Tense.

   c) The researcher will collaborative talk between the teacher and the students to reflect on, hypothesize about, and create understandings about the form, meaning, and function of the new structure in question.

   d) The researcher conduct extension activities; in this research, the researcher ask the students to do extension activities in the form of grammar assignment by asking them to make some Simple Past tense.

3) Post Teaching Activities

a) The researcher ask the students to ask the questions relate to unclear material mastery.

b) The researcher answer the students' questions.

c) The researcher give the feedback.

c. Observing

The third step is observing. In observing the researcher analyze the learning process, the students' activities, the material and the result of acting. The important things in teaching learning process are note by the observer.

d. Reflecting

Reflecting is the last step in this process. The researcher analyze the observation result during the teaching process. The researcher use data from the evaluation to make improvement for the second cycle. The researcher decide that the next cycle focus to solve the problems and weakness in previous cycle.

2. **Cycle II**

a. Planning

Planning is the first step in each activity. In cycle II, the researcher focuses on repair the weakness in the cycle 1. Here are the steps that the researcher does in planning:

1) The researcher continue the activities that have done in the first cycle.

2) The researcher prepare the lesson plan, media of learning, and material.

3) The researcher prepare the instrument of observation

4) The researcher determine the evaluation instrument of the test (pre-test and post-test).

b. Acting

The second step in the classroom action research is acting. It is the implementation of the planning. The general steps that doing by the researcher are point as follows:

1) Pre Teaching Activities

   a) The researcher greets the students and ask them to pray.

   b) The researcher checks the attendance list.

   c) The researcher choses the appropriate material.

2) While Teaching process

   a) The researcher present the story that contains of Simple Past Tense.

   b) The researcher highlight the grammatical feature of the language to be discuss by asking questions about sentence which find in the text that contains of Simple Past Tense.

   c) The researcher will collaborative talk between the teacher and the students to reflect on, hypothesize about, and create understandings about the form, meaning, and function of the new structure in question.

d) The researcher conduct extension activities; in this research, the researcher ask the students to do extension activities in the form of grammar assignment by asking them to make some simple past tense.

3) Post Teaching activities

a) The researcher ask the students to ask the questions relate to unclear material mastery.

b) The researcher answer the students' questions.

c) The researcher give the feedback.

c. Observing

In this step, the researcher observe the process of teaching learning by using instrument of observation. The researcher conduct the activities in this step, such as: the students' activities, vocabulary, grammar, and content of the students' simple past tense result.

d. Reflecting

The researcher correct and analyze the result of the action. The researcher knew the weakness and strength of the action by reflecting. In the step the researcher compare the score distribution of pre-test and post-test. The researcher reviewe and reflect on the students' attitude whether it is positive or negative. This research was done in multiple cycles.

E. Data Collecting Technique

The researcher use many techniques to collect the data in this research. They are observation, test, documentation, and field note. Each technique is explain below.

1. **Observation**

    The researcher use this technique to get the data about students' activities such as students' grammar activity and students' participation in learning process. The learning activities were observe and note by the observer.

2. **Test**

    The researcher use pre-test and post-test form to see their mastery before and after give the treatment. Each test includes of two parts. Each part consists of ten questions. The first part of the test instructs the students to write ten simple past tense base on ten verb. The second part of the test instructs the students to write ten simple past tense using adjective.

    a. Pre-test

    Pre-test will give in the first meeting before implementing the strategy, in order to know the level and mastery of students' simple past tense mastery before doing the action research.

    b. Post-test

    Post-test will give in the last meeting after implementing the technique, in order to know whether the technique gives good contribution to the students' simple past tense mastery at the tenth

graders of SMP PGRI Kesumadadi. The improvement is known if the score of post-test is higher than pre-test and the score achieve the minimum mastery criteria.

3. **Documentation**

Documentation is need to get the information from simple past tense source or documents such as book, regulation, notes or meeting and daily report. The researcher use this technique to get data about students' simple past tense daily score, history of the school, the sum of the teachers, official employ and the students of SMP PGRI 1 Kesumadadi.

4. **Field Note**

Field note refers to qualitative note record by the researcher in the field research, during or after their observation of a specific phenomenon they are studying. The notes are intend to be read as evidence that gives meaning and aids in the understanding of the phenomenon. It will use by the researcher to observe the students in identifying all condition happen during the teaching learning process.

F. **Data Collecting Instrument**

1. **Test**

To identify the students' simple past tense mastery of the eight grade of SMP PGRI 1 Kesumadadi, the researcher apply an essay writing test. The test measure the students' grammar about simple past tense. The test consists of pre-test and post-test form to see their mastery before and after give the treatment. Each test includes of two parts. Each part

consists of ten questions. The first part of the test instructs the students to write ten simple past tense base on ten verb. The second part of the test instructs the students to write ten simple past tense using adjective. The table of test specification of essay writing test is provide as follows:

Table 9

The Table of Test Specification of Grammar Test

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	**Indicator**	**Test**	**Total Points**
3.10 Oral and written social interactions involving the act of giving and asking for information related to circumstances/actions/activities/events that are carried out/occur, routine or non-routine, or become general truths at the last time, according to the context of their use. (Note the simple past tense linguistic elements)	- Identify several events, activities that occurred in the past through short and simple texts . - Complete sentences with answers in the form of expressions taken by the text, with correct spelling and punctuation. - Asking questions and answers about past activities/events that they and their family members or friends experienced. - Make short and simple texts about some	- Write sentence simple past tense based on events that have happened. - Complete the blank sentence. - Translate past tense sentences into English.	0-100

	events or activities in the past that have been experienced. - Presenting, each text with his friends, orally, with the correct speech and word stress.		
Total Point			100

Source: Sylabus of English Subject Provided in 2013 Curriculum Used by English teacher at the Eight Grade of SMP PGRI 1 Kesumadadi.

2. Observation Sheet

In order to observe the learning activity and each cycle, the researcher use an observation sheet. It will use to observe the following items:

a. The students' attention on the teacher's explanation.

b. The students' activeness in asking and answering the question.

c. The students' activeness in whole class activity.

d. The students' ability in doing the task from the teacher.

3. Documentation Sheet

The researcher use the documentation sheet to complete the research information about:

a. The history of SMP PGRI 1 Kesumadadi Bekri.

b. The vision and mission of SMP PGRI 1 Kesumadadi Bekri.

c. The condition teachers and officials employes in SMP PGRI 1 Kesumadadi Bekri.

d. The quantity of the students of SMP PGRI 1 Kesumadadi Bekri.

e. The condition of building and the sketch of SMP PGRI 1 Kesumadadi Bekri.

f. The organization structure of SMP PGRI 1 Kesumadadi Bekri.

g. The grammar worksheet and classroom materials of the students at SMP PGRI 1 Kesumadadi Bekri.

4. Field Note Table

The field note supports the data from the research. It was aim at recording the process of teaching and learning. The field note consist of some notes on students' behavior during the teaching learning process and the weaknesses and obstacles found in this research. Therefore, the researcher will able to see the students' progress on their grammar skills. Then, it details on the teaching and learning process such as: classroom situation, classroom management, classroom interaction, classroom interaction between teacher and students, classroom interaction betweeen students and students.

G. Data Analysis Technique

The data analysis in classroom action research can be done by the qualitative and quantitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in cycle I and cycle II. Furthermore, the researcher compare the score of pre-test and post-test after giving implementation treatment. Then, the result was compare by the minimum standard in this semester that is 70. In cycle I, there were many

students who are not successful, so the researcher conduct the next cycle, cycle II.

This research will conduct in multiple cycles by focusing on the indicator of success. Furthermore, Ary states that the average score or mean of pre-test and post-test are calculate by using the following formula:[38]

$$M = \frac{\sum X}{N}$$

Note: M = Mean

$\sum x$ = Sum of Total Number of Students' Score

N = Number of Students

H. Indicator of Success

The indicator of success is need to know the success of the process and learning result. This research is categorize successful if 75% of the students get minimum mastery criteria (MMC) that is 70 and 75% of the students are active in learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

[38]Donald Ary, *Introduction to Research in Education,* (Boston: Wadsworth Cengage Learning,. 2006), 108-109.

A. RESEARCH RESULT

1. Description of Research Location

a. The History of SMP PGRI Kesumadadi

SMP PGRI Kesumadadi is one of schools in the eastern region of Lampung province that is located at Jl. Karyo Amin, Kesumadadi, Bekri, Lampung Tengah, Lampung. It was built in November 17th, 1975. The development of SMP PGRI Kesumadadi is very rapid, this development can be seen both physically and non-physically or in the academic field. Physically, there are many new buildings to support the learning process in SMP PGRI Kesumadadi. Currently there are 23 classes (study group). The name of the principles of SMP PGRI Kesumadadi in academic year 2021/2022 is Badriyah, S.Ag.

b. Vision and Mission of SMP PGRI Kesumadadi

1) Vision of School

"cultured achievement based on **Faithful and piety**".

Indicator of vision that is:

a) Excellence in faith and piety.

b) Excellent in achieving national final exam scores.

c) Able to compete in the selection of new student admissions.

d) Care for the environment.

e) Highly disciplined and commendable

2) Mission of School

The mission of SMP PGRI Kesumadadi are as follows:

a) Increasing the development of learning tools.

b) Improving development in the field of scouting.

c) Carry out innovative, creative, and fun learning.

d) Developing in the field of religion.

e) Carry out additional learning activities for class IX.

f) Developing in the field of sports.

g) Prepare students to continue to higher education.

h) Carry out reforestation.

i) Develop a polite, ethical and high-aesthetic attitude and personality.

c. **The Condition of Teacher and Official Employers at SMP PGRI Kesumadadi.**

The number of teachers and official employers in SMP PGRI Kesumadadi in academic year 2020/2021 can be identified as follow:

Table 10
The Condition of Teacher and Official Employees in SMP PGRI
Kesumadadi

No	Name	Position
1.	Badriyah, S.Ag	Headmaster
2.	Hartono, S.Pd	Curriculum Representative
3.	Heri susanto, S.Pd	Students Representative
4.	Badriyah, S.Ag	Islamic Teacher
5.	Endang Puji Rahayu, S.E	Social Teacher
6.	Afifah Sabrina, S.Pd	Counseling
7.	Resti Yulianti, S.Pd	Science Teacher
8.	Sri Indriati, S.Pd	Indonesian Teacher
9.	Dasuki, M.Pd	Mathematics Teacher

10.	Dra. Tri Muryani, M.Pd	Social Teacher
11.	Djuli Purwanto, S.Pd	PKN Teacher
12.	Eli Tutiana, S.Pd.	Art Teacher
13.	Kasi Yuliati, S.Pd	English Teacher
14.	Ahmad Waladi, S.Pd	Spot Teacher
15.	Saifudin, S.Pd	Islamic Teacher
16.	Reza Hakim, S.S	English Teacher
17.	Eli Listiana, S.Kom	Lampung Teacher
18.	Dwi Cahyani, S.Pd	Indonesian Teacher
19.	Fatiyah, S.Pd	Librarian
20.	Gaus Setiawan Erdas, S.Kom	Mathematics Teacher
21.	Yuyun Puspitasai	Official Employees
22.	Herni Sartika	Official Employees
23.	Otto Sumantri	Official Employees
24.	Anisa Cahyani	Cleaning Person
25.	Uut Riyanti	Medic Employees
26.	Marjito	Laboratory Employees
27.	Khozim	Cleaning Person

Source: Documentation of SMP PGRI Kesumadadi in academic year 2020/2021

d. **The Quantity of the Students of SMP PGRI Kesumadadi.**

The students' quantities of MTs Muhammadiyah Metro in academic year 2018/2019 are 173 students that can be identified as follow:

Table 11

The Students' Quantity of SMP PGRI Kesumadadi in Academic Year 2021/2022

No	Class	Total
1.	Class VII	51
2.	Class VIII	66
3.	Class X	70
TOTAL		**187**

e. **The Structure Organization and the Sketch Location of SMP PGRI Kesumadadi**

Figure 2

The organization structure of SMP PGRI Kesumadadi in academic
year 2021/2022

```
┌─────────────────────┐
│   YAYASAN YPLP       │
│   PGRI LAMPUNG       │
└─────────────────────┘
           │
┌─────────────────────┐
│  KEPALA SEKOLAH      │
│  BADRIYAH, S.Ag      │
└─────────────────────┘          ┌─────────────────┐
           │                     │   KOMITE        │
           ├─────────────────────│   SARONO        │
           │                     └─────────────────┘
   ┌───────┴────────────────────────────────┐
┌──────────────────┐              ┌──────────────────────┐
│  WK. KURIKULUM   │              │  WK. KESISWAAN       │
│  HARTONO, S.Pd   │              │  HERI SUGIANTO, S.Pd │
└──────────────────┘              └──────────────────────┘
   ┌──────────┴──────────┐        ┌──────────┴──────────┐
┌──────────────────┐ ┌──────────────────┐ ┌──────────────┐ ┌──────────────────────┐
│ KA. LABORATORIUM │ │ KA. TATA USAHA   │ │  KA. UKS     │ │  BK                  │
│ RESTI YULIANTI,  │ │ GAUS SETIAWAN E, │ │ RIFKA UMAYA  │ │ AFIFAH SABRINA, S.Pd │
│ S.Pd             │ │ S.Pd             │ │              │ │                      │
└──────────────────┘ └──────────────────┘ └──────────────┘ └──────────────────────┘
                         │
                ┌─────────────────┐
                │  WALI KELAS     │
                └─────────────────┘
                         │
                ┌─────────────────┐
                │  TEACHER        │
                └─────────────────┘
                         │
                ┌─────────────────┐
                │  STUDENTS       │
                └─────────────────┘
```
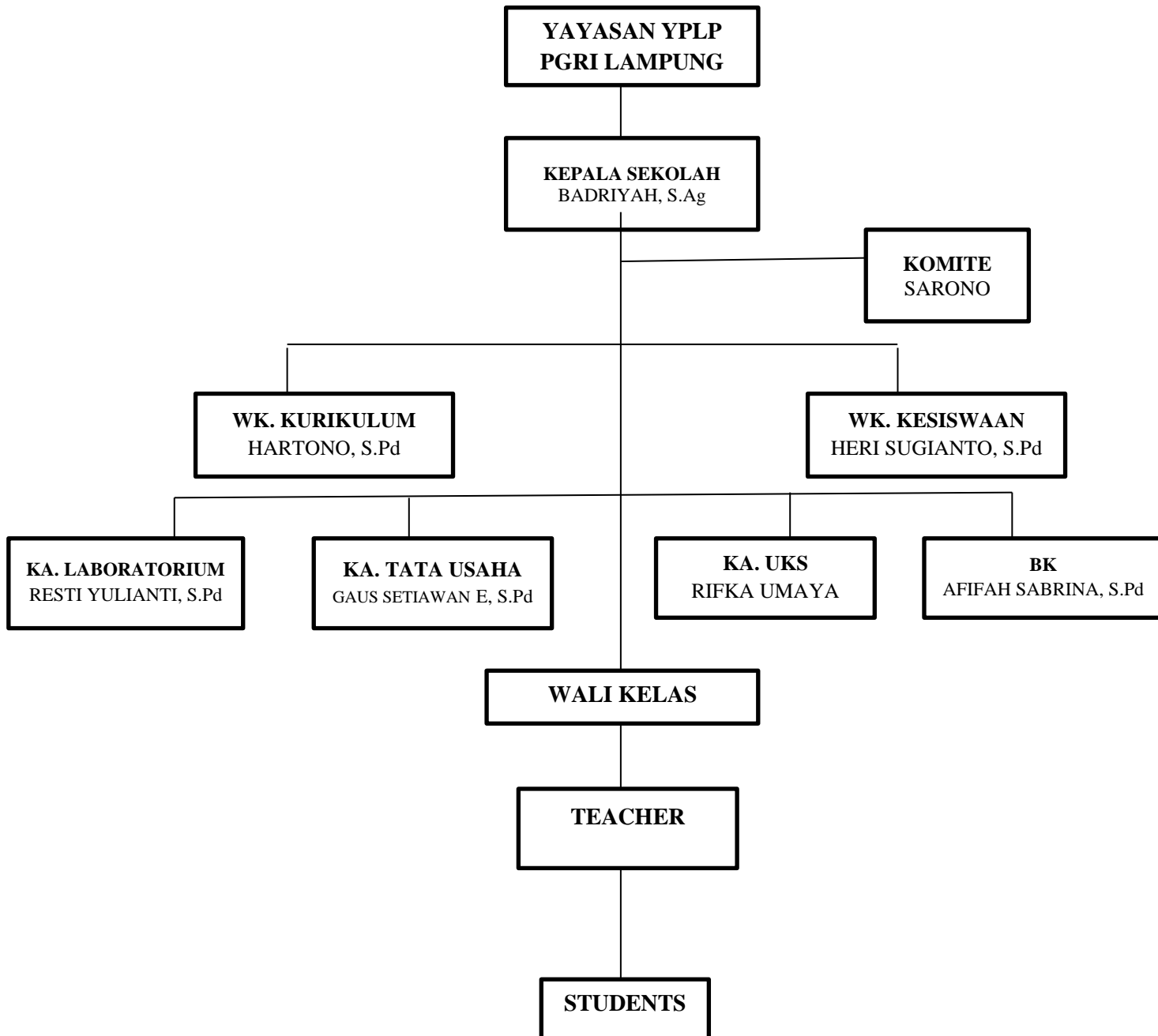
2. **Description of Research Data**

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made lesson plan. The action of this research was using Tic Tac Toe Game to improve the students' mastery of Simple Past Tense.

a. Pre-test Activity

The researcher conducted pre-test on Monday, Agustus 9th, 2021 at 10.30 until 12.00. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their mastery of simple past tense before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was essay consisted of three parts; two part consisted of 10 items and one part consisted of 5 items. Then, the students' pre-test result can be seen on the table below:

Table 12

Students' Pre-test Grade

No	Students' Name	Grade	Category
1.	ANA	20	INCOMPLETE
2.	AN	20	INCOMPLETE
3.	AFA	7	INCOMPLETE
4.	AKA	27	INCOMPLETE
5.	ATA	25	INCOMPLETE
6.	AI	7	INCOMPLETE
7.	AP	20	INCOMPLETE

8.	AK	54	INCOMPLETE
9.	AR	78	COMPLETE
10.	AK	36	INCOMPLETE
11.	AFR	28	INCOMPLETE
12.	AW	16	INCOMPLETE
13.	DA	88	COMPLETE
14.	DKS	27	INCOMPLETE
15.	DM	14	INCOMPLETE
16.	DP	20	INCOMPLETE
17.	DR	72	COMPLETE
18.	ES	49	INCOMPLETE
19.	FAP	36	INCOMPLETE
20.	FR	20	INCOMPLETE
21.	IBY	14	INCOMPLETE
22.	IJA	20	INCOMPLETE
23.	IH	20	INCOMPLETE
24.	IAS	17	INCOMPLETE
25.	LA	20	INCOMPLETE
26.	MK	12	INCOMPLETE
27.	MAY	38	INCOMPLETE
28.	MI	5	INCOMPLETE
29.	MRE	76	COMPLETE
30.	OF	10	INCOMPLETE
31.	RTF	20	INCOMPLETE
32.	RAS	35	INCOMPLETE
Total		**951**	
Average		**30**	

Source: The pre-test result of simple past tense mastery at eight grade of SMP PGRI Kesumadadi August 9th 2021.

Table 13

Frequency of students' Grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥70	4	12 %	Complete
2	< 70	28	88 %	Incomplete
	Total	32	100 %	

Source: The pre-test result of simple past tense mastery at eight grade of SMP PGRI Kesumadadi August 9th 2021.
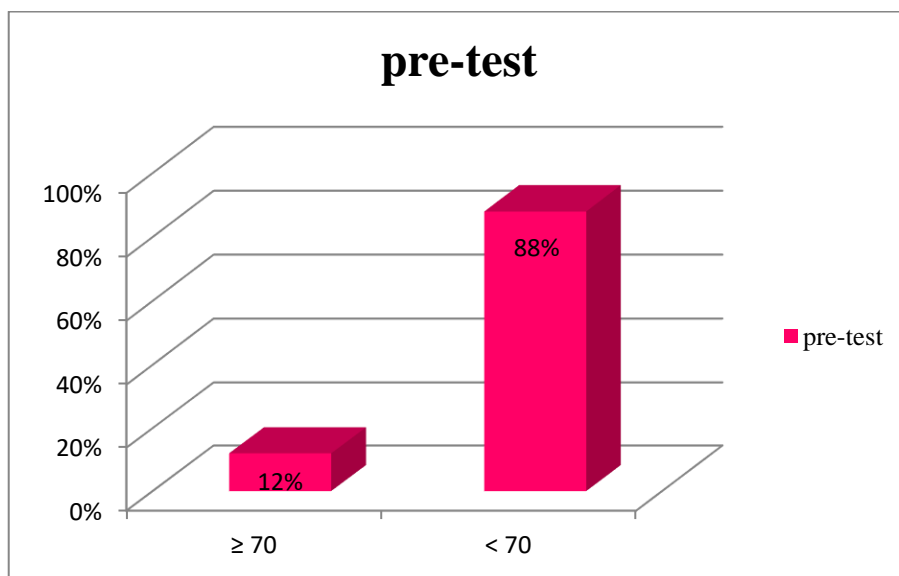
Figure 3: The Percentage of the Students' Grade on Pre-test

Based on the data above, it could be inferred that 28 students (88%) were not successful and 4 students (12%) were successful. The successful students were those who achieved the minimum mastery criteria at SMP PGRI 1 Kesumadadi at least 70. The successful students were fewer than the unsuccessful students. From the pre-test result, the researcher investigated that students' average grade is 30, so the result was unsatisfied. Therefore, the researcher used Tic Tac Toe Game to improve the students' mastery of simple past tense.

b. **Cycle I**

1) **Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the

material, made the observation sheet of the students' learning activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) **Acting**

a) The first meeting

The first meeting was conducted on Monday, August 16th, 2021 at 10.30 until 12.00 and followed by 32 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of method that was used in the learning process, then started to deliver the material. Next, the researcher explained about simple past tense. The type of simple past tense is an verbal and nominal simple past. The purpose of simple past tense is to shows that you are talking about something that has already happened.

Then, a researcher asked "what did you do yesterday?" The student answered "I went to grandma house. I ate meatball last night. etc". Next, the researcher asked the students to pay attention while the researcher presented the material. Then, the researcher highlights the sentence feature of the language to be discussed by asking questions about simple past tense.

After that, the students and researcher co-construct of grammatical explanations by doing collaborative talk to reflect on, hypothesizing about, and creating understandings about the form, meaning, and function of the new structure in question. The last, the researcher ask to students do extension activities in the form of simple past tense assignment by asking them to make some simple past tense.

In this stage, the students were actively following the teaching learning process, because they worked it on one by one, so they would think when found the difficulties. However, there were still trouble faced to the students. Such as, some of the students were not confidence to make sentence because they are confused that their result true or false.

b) The second meeting

The second meeting was conducted on Friday, August 20th 2021 at 08.00 until 10.00 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list

and asking the students' condition. The activity is continued by giving some explanation more about simple past tense, how to apply Tic Tac Toe Game to teach simple past tense. The students seemed curiosity about it. Then the researcher stuck Tic Tac Toe Grid on the blackboard and teacher divided class to be 7 groups, each group consists of 5 students. These groups were divided according to their score from the preliminary test. Then the researcher distributed Tic Tac Toe paper to each group and explained the procedure of playing Tic Tac Toe game. Next the researcher asked the students do the extension activities in the form of simple past tense assignment by asking them to make some simple past tense.

c. **Post-Test I Activity**

Post-Test I was conducted on Monday, August 23th, 2021 at 10.30 until 12.00. The researcher gave post-test I with similar task on pre-test before. The post-test I was administrated to the students to be finished individually. Kind of the test was essay consisted of three parts; two part consisted of 10 items and other part consisted of 5 items. The students' post-test I result can be seen on the table below:

Table 14

The Students' Post-Test I Grade

No	Students' Name	Grade	Category
1.	ANA	100	COMPLETE
2.	AN	90	COMPLETE
3.	AFA	60	INCOMPLETE

No.	Name	Score	Criteria
4.	AKA	77	COMPLETE
5.	ATA	76	COMPLETE
6.	AI	73	COMPLETE
7.	AP	53	INCOMPLETE
8.	AK	87	COMPLETE
9.	AR	82	COMPLETE
10.	AK	52	INCOMPLETE
11.	AFR	28	INCOMPLETE
12.	AW	50	INCOMPLETE
13.	DA	98	COMPLETE
14.	DKS	75	COMPLETE
15.	DM	19	INCOMPLETE
16.	DP	31	INCOMPLETE
17.	DR	90	COMPLETE
18.	ES	64	INCOMPLETE
19.	FAP	39	INCOMPLETE
20.	FR	31	INCOMPLETE
21.	IBY	32	INCOMPLETE
22.	IJA	90	COMPLETE
23.	IH	63	INCOMPLETE
24.	IAS	28	INCOMPLETE
25.	LA	37	INCOMPLETE
26.	MK	81	COMPLETE
27.	MAY	66	INCOMPLETE
28.	MI	51	INCOMPLETE
29.	MRE	95	COMPLETE
30.	OF	41	INCOMPLETE
31.	RTF	26	INCOMPLETE
32.	RAS	89	COMPLETE
Total		**1974**	
Average		**62**	

Source: The result of post-test I at Eight Grade of SMP PGRI Kesumadadi on August 23th, 2021.

Table 15

The Frequency of Students' Grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥70	14	44 %	Complete
2	< 70	18	56 %	Incomplete
	Total	32	100 %	

Source: The result of post-test I at Eight Grade of SMP PGRI Kesumadadi on August 23th, 2021.
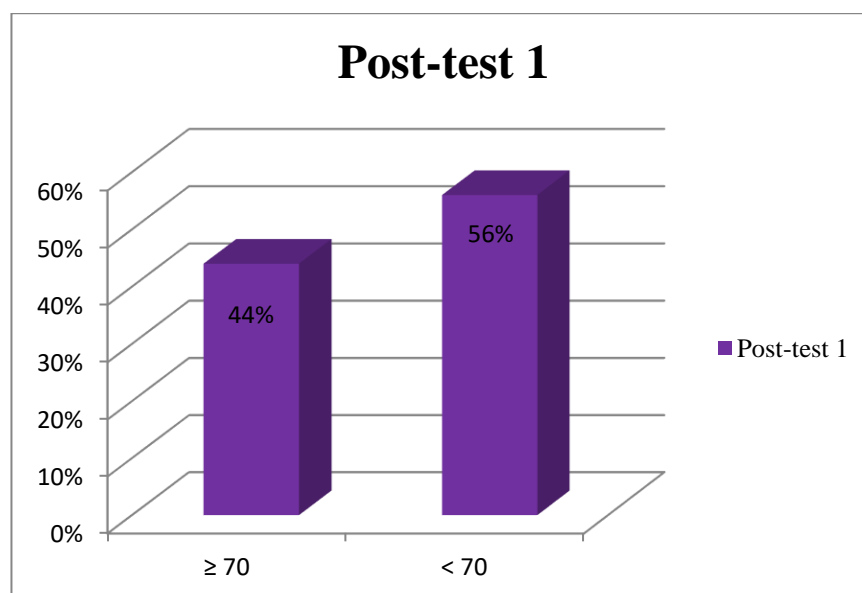
Figure 4: The Percentage of the Students' Grade on Post-test I

Based on the result above, it could be seen that 14 students (44%) achieved Minimum Mastery Criteria (MMC) and 18 students (56%) are not able to achieve MMC. The result of post-test I was higher than the result of pre-test. Based on the indicator of success, learning process was categorized success if 75% students achieved grade of MMC that is ≥70. The fact showed that the result was unsatisfied.

55

3) Observing

In observation, the collaborator observed the students' learning activities. The researcher as a teacher gave material about simple past tense by using Tic Tac Toe Game.

While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for every cycle. The indicators of the students' learning activities were:

a) Some students paying attention to the teacher's explanation.

b) Some students asking and answering question from the teacher.

c) Some students being active in the class.

d) Some students being able to do the task.

The result of the students' learning activities could be seen as follow:

Table 16

The Students' Learning Activities Result in Cycle I

No	Name	The Indicator of Students' Learning Activities			
		Paying attention to the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
1.	ANA	√	√	√	√
2.	AN	√	-	-	-
3.	AFA	-	-	-	-

No.	Name				
4.	**AKA**	√	√	√	-
5.	**ATA**	√	-	-	-
6.	**AI**	-	-	-	-
7.	**AP**	-	-	-	-
8.	**AK**	√	-	√	√
9.	**AR**	√	√	√	√
10.	**AK**	√	-	-	-
11.	**AFR**	-	-	-	-
12.	**AW**	-	-	-	-
13.	**DA**	√	√	√	√
14.	**DKS**	-	-	-	-
15.	**DM**	-	-	-	-
16.	**DP**	-	√	√	-
17.	**DR**	√	√	√	√
18.	**ES**	√	-	-	√
19.	**FAP**	√	-	-	-
20.	**FR**	-	-	-	-
21.	**IBY**	-	-	-	-
22.	**IJA**	-	-	-	-
23.	**IH**	√	-	-	-
24.	**IAS**	√	-	-	-
25.	**LA**	√	-	-	-
26.	**MK**	-	-	-	-
27.	**MAY**	√	√	√	-
28.	**MI**	-	-	-	-
29.	**MRE**	√	-	-	√
30.	**OF**	√	-	-	-
31.	**RTF**	-	-	-	-
32.	**RAS**	-	-	-	-
→	TOTAL	17	9	8	7

Source: The result of students' learning activity at Eight Grade of SMP PGRI Kesumadadi on August 16th, 2021.

Table 17

The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	17	53%
2	Asking/answering question from the teacher	9	28 %
3	Being active in the class	8	25%
4	Being able to do the task	7	22%
Total of Students		**32**	

Source: The result of students' learning activity at Eight Grade of SMP PGRI Kesumadadi on August 16th, 2021.
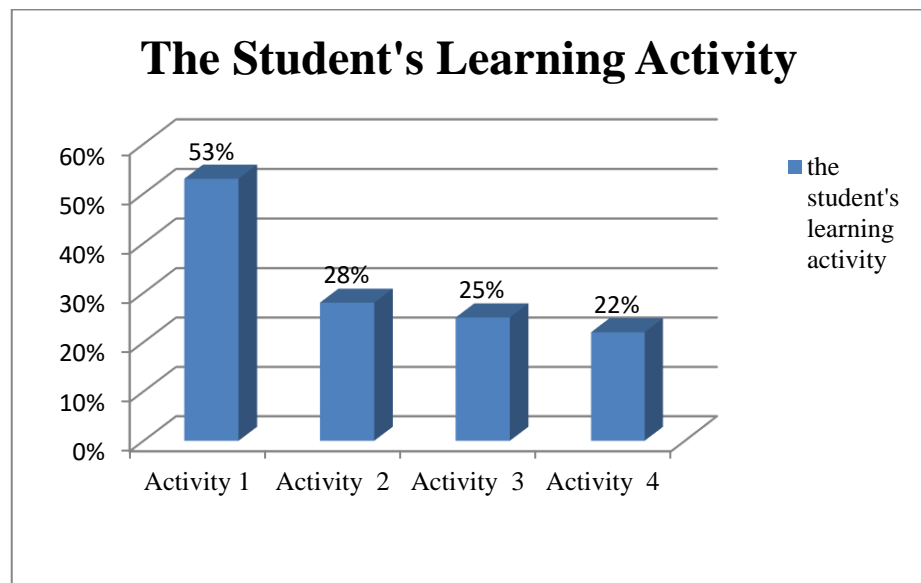
Figure 5: The Percentage of Students' Learning Activities in Cycle I

The figure showed that the students' learning activity did not achieved the percentage that is 75%.There were 17 students (53%) who gave attention to the teacher explanation, 9 students (28%) who understood the materials, 8 students (25%) who were active in the class, and 7 students (22%) who were able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 18

The Comparison between Pre-Test andPost-Test I Grade in Cycle I

No	Name Initial	Pre Test	Post Test I	Improving	Explanation
1.	ANA	20	100	80	Improved
2.	AN	20	90	70	Improved
3.	AFA	7	60	53	Improved
4.	AKA	27	77	50	Improved
5.	ATA	25	76	51	Improved
6.	AI	7	73	66	Improved
7.	AP	20	53	33	Improved
8.	AK	54	87	33	Improved
9.	AR	78	82	4	Improved
10.	AK	36	52	16	Improved
11.	AFR	28	28	0	Constant
12.	AW	16	50	34	Improved
13.	DA	88	98	10	Improved
14.	DKS	27	75	48	Improved
15.	DM	14	19	5	Improved
16.	DP	20	31	11	Improved
17.	DR	72	90	18	Improved
18.	ES	49	64	15	Improved
19.	FAP	36	39	3	Improved
20.	FR	20	31	11	Improved
21	IBY	14	32	18	Improved
22	IJA	20	90	70	Improved
23	IH	20	63	43	Improved
24	IAS	17	28	11	Improved

25	**LA**	**20**	**37**	17	Improved
26	**MK**	**12**	**81**	69	Improved
27	**MAY**	**38**	**66**	28	Improved
28	**MI**	**5**	**51**	46	Improved
29	**MRE**	**76**	**95**	19	Improved
30	**OF**	**10**	**41**	31	Improved
31	**RTF**	**20**	**26**	6	Improved
32	**RAS**	**35**	**89**	54	Improved
Total		**951**	**1974**		
Average		**30**	**62**		
High Grade		**88**	**100**		
Low Grade		**5**	**19**		

Table 19

The Comparison of Students' Pre-Test and Post-Test I

Interval	Explanation	Pre-Test	Percentage	Post-Test I	Percentage
≥70	Complete	4	12 %	14	44 %
< 70	Incomplete	28	88 %	18	56 %
Total		**32**	**100 %**	**32**	**100 %**

Then, the figure of comparison students' mastery of simple past tense based on the result of pre-test and post-test I in cycle I could be seen as follow:
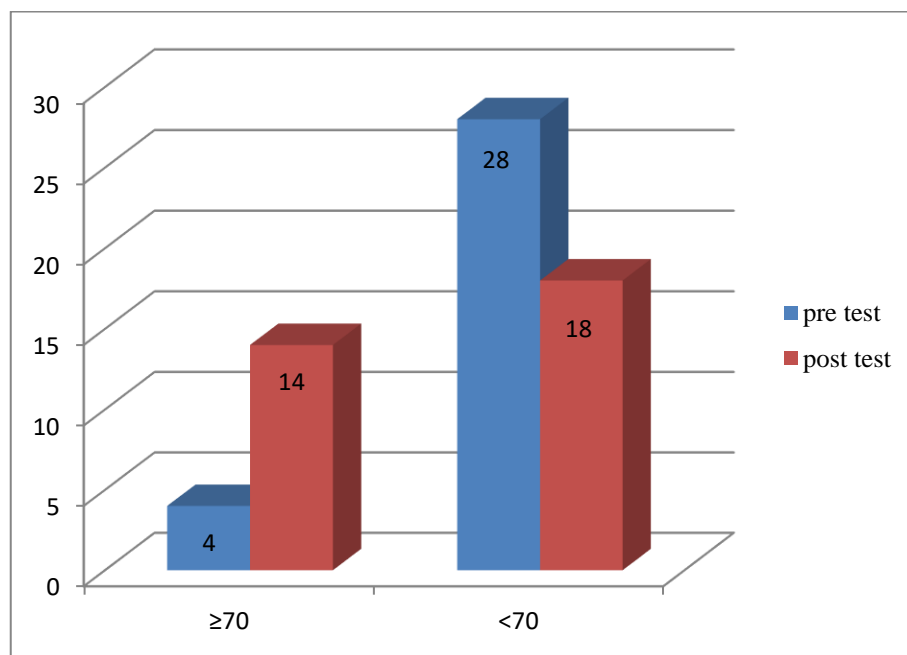
Figure 6: The Comparison of Students' Pre-test and Post-test I Grade in Cycle I

Based on the data above, in pre-test it could be seen that total from 32 students, it could be concluded that 12% or 4 students were able to achieve the minimum mastery criteria that is ≥ 70. Then the students who did not achieve the minimum mastery criteria were 88% or 28 students among interval < 70. In post-test I, it could be concluded that 44% or 14 students among the interval ≥70 students, was complete the minimum mastery criteria. Then those who were not able to achieve the minimum mastery criteria were 56% or 18 students among interval <70. The average grade of pre-test was 30 and average grade of post-test I was 62. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful. Because of the indicator of success could

not be achieved yet that was 75% of the total students must pass the criteria.

Regarding to the result of student's post-test I grade and the observation of student's learning activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting.

d. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in simple past tense with Tic Tac Toe Game.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' learning activities, identified the

problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Friday, August 27th, 2021 at 08.00 until 10.00 followed by 32 students. The researcher began the lesson by greeting, praying, checking attendance list and asking the students' condition. Next the researcher continued the material in the last meeting, explained the generic structure of simple past tense. Then, the researcher asked the students to make the sentence that contain of simple past tense. After that, the students and researcher co-construct of grammatical explanations by doing collaborative talk to reflect on, hypothesizing about, and creating understandings about the form, meaning, and function of the new structure in question.

After that, the researcher asks to students do the extension activities in the form of simple past tense assignment by asking them to make some simple past tense. When the time was up, the researcher asks the students to submit their answer sheet. In this stage, the students were very active in following the lesson.

It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher gave the explanation to all of the students about the problem of simple past tense mastery that often faced by the students through Tic Tac Toe Game.

b) The second meeting

The second meeting was conducted on Monday, August 30th, 2021 at 10.30 until 12.00 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about simple past tense, how to apply Tic Tac Toe Game. Next the researcher asks the students to do the extension activities in the form of simple past tesneassignment by asking them to make some simple past tense.

e. **Post-Test II Activity**

Post-Test II was conducted on Friday, September 3nd, 2021 at 08.00 until 10.00 for 2x45 minutes.The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave post test II to the

students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II. There were only 8 of 32 students achieved the grade under the minimum mastery criteria (MMC) in SMP PGRI Kesumadadi that is 70.

Table 20

The Students' Post Test II Grade

No	Students' Name	Grade	Category
1.	ANA	100	COMPLETE
2.	AN	91	COMPLETE
3.	AFA	75	COMPLETE
4.	AKA	87	COMPLETE
5.	ATA	75	COMPLETE
6.	AI	90	COMPLETE
7.	AP	35	INCOMPLETE
8.	AK	88	COMPLETE
9.	AR	88	COMPLETE
10.	AK	71	COMPLETE
11.	AFR	72	COMPLETE
12.	AW	59	INCOMPLETE
13.	DA	100	COMPLETE
14.	DKS	75	COMPLETE
15.	DM	27	INCOMPLETE
16.	DP	50	INCOMPLETE
17.	DR	98	COMPLETE
18.	ES	74	COMPLETE
19.	FAP	76	COMPLETE
20.	FR	39	INCOMPLETE
21.	IBY	32	INCOMPLETE
22.	IJA	91	COMPLETE
23.	IH	80	COMPLETE
24.	IAS	31	INCOMPLETE
25.	LA	72	COMPLETE
26.	MK	97	COMPLETE
27.	MAY	77	COMPLETE
28.	MI	76	COMPLETE

29.	**MRE**	92	COMPLETE
30.	**OF**	76	COMPLETE
31.	**RTF**	41	INCOMPLETE
32.	**RAS**	98	COMPLETE
Total		**2333**	
Average		**73**	

Source: The result of post test II at Eight Grade of SMP PGRI Kesumadadi on September 3ⁿᵈ, 2021.

Table 21

The Frequency of students' Grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥70	24	75 %	Complete
2	< 70	8	25 %	Incomplete
	Total	32	100 %	

Source: The result of post test II at Eight Grade of SMP PGRI Kesumadadi on September 3ⁿᵈ, 2021.
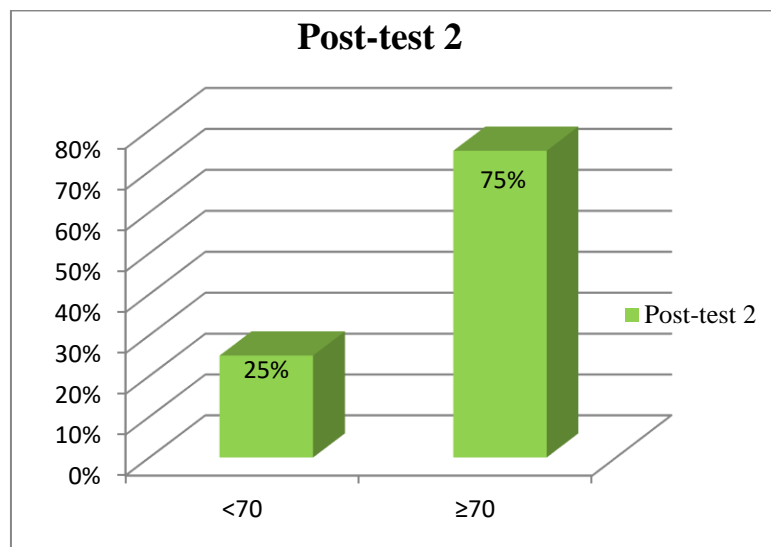
Figure 7: The Percentage of the Students' Grade on Post-test II

Based on the result above, it could be inferred that 24 students (75%) were successful and 8 other students (25%) were not successful. Based on the post-test 2 results, the researcher calculated the average grade that is 73. It was higher than post test I in cycle I.

66

3) Observing

In this step, the researcher presented the material by Tic Tac Toe Game. In learning process, there were also four indicators used to know the students' learning activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result of students' learning activities observation, as follow:

Table 22

The Students' Learning Activities Result in Cycle II

No	Name	The Indicator of Students' Learning Activities			
		Paying attention to the teacher's explanation	Asking /answering question from the teacher	Being active in the class	Being able to do the task
1.	ANA	√	√	√	√
2.	AN	√	√	√	√
3.	AFA	√	√	√	√
4.	AKA	√	√	√	√
5.	ATA	√	-	-	√
6.	AI	√	√	√	√
7.	AP	-	-	-	-
8.	AK	√	√	√	√
9.	AR	√	√	√	√
10.	AK	√	√	√	√
11.	AFR	√	-	-	√
12.	AW	√	√	√	√
13.	DA	√	√	√	√
14.	DKS	√	√	√	√
15.	DM	√	-	-	-
16.	DP	√	√	√	-
17.	DR	√	√	√	√

No.					
18.	**ES**	√	√	√	√
19.	**FAP**	√	√	√	√
20.	**FR**	√	-	-	-
21.	**IBY**	√	√	√	-
22.	**IJA**	√	√	√	√
23.	**IH**	√	√	√	√
24.	**IAS**	-	-	-	-
25.	**LA**	√	-	-	√
26.	**MK**	√	√	√	√
27.	**MAY**	√	√	√	√
28.	**MI**	√	√	√	√
29.	**MRE**	√	√	√	√
30.	**OF**	√	√	√	√
31.	**RTF**	√	-	-	-
32.	**RAS**	√	√	√	√
	TOTAL	30	24	24	25

Source: The result of students' learning activity at Eight Grade of SMP PGRI Kesumadadi on August 30th, 2021.

Table 23

The Frequency of Students' Learning Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	30	94%
2	Asking/answering question from the teacher	24	75%
3	Being active in the class	24	75%
4	Being able to do the task	25	78%
Total Students		**32**	

Source: The result of students' learning activity at Eight Grade of SMP PGRI Kesumadadi on August 30th, 2021
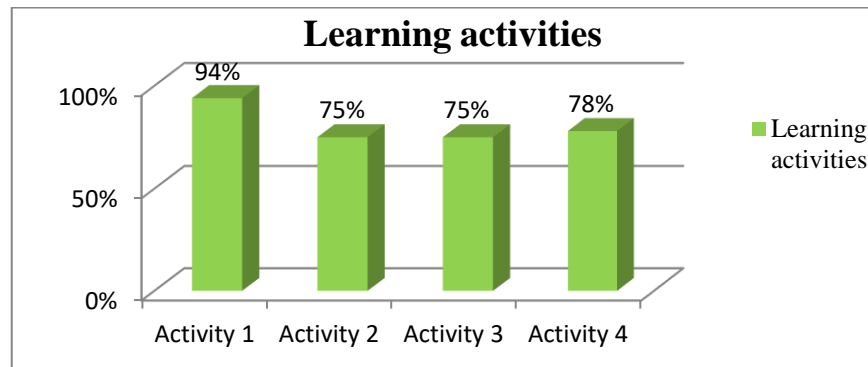
Figure 8: The Percentage of Students' Learning Activities in Cycle II

The figure above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were the students pay attention of the teacher explanation 94%, then, the students ask/answer the question from the teacher 75% and the students active in the class 75%, and the last the students able do the task 78%. Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 75%.

4) **Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using Tic Tac Toe Game, the mastery of simple past tense was improved.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 24

The Comparison between Post-Test I Grade and Post-Test II Grade

No	Name Initial	Post-Test I Grade	Post-Test II Grade	Improving	Explanation
1.	ANA	100	100	0	Constant
2.	AN	90	91	1	Improved
3.	AFA	60	75	15	Improved
4.	AKA	77	87	10	Improved
5.	ATA	76	75	-1	Declined
6.	AI	73	90	17	Improved
7.	AP	53	35	-18	Declined
8.	AK	87	88	1	Improved
9.	AR	82	88	6	Improved
10.	AK	52	71	19	Improved
11.	AFR	28	72	44	Improved
12.	AW	50	59	9	Improved
13.	DA	98	100	2	Improved
14.	DKS	75	75	0	Constant
15.	DM	19	27	8	Improved
16.	DP	31	50	19	Improved
17.	DR	90	98	8	Improved
18.	ES	64	74	10	Improved
19.	FAP	39	76	37	Improved
20.	FR	31	39	8	Improved
21.	IBY	32	32	0	Constant
22.	IJA	90	91	1	Improved
23.	IH	63	80	17	Improved
24.	IAS	28	31	3	Improved
25.	LA	37	72	35	Improved
26.	MK	81	97	16	Improved
27.	MAY	66	77	11	Improved
28.	MI	51	76	25	Improved
29.	MRE	95	92	-3	Declined
30.	OF	41	76	35	Improved
31.	RTF	26	41	15	Improved
32.	RAS	89	98	9	Improved
Total		1974	2333		
Average		62	73		
Lowest Grade		19	27		
Highest Grade		100	100		

Table 25

The Comparison of Students' Post-Test I and Post-Test II

Interval	Explanation	Post-Test I	Percen tage	Post-Test II	Percen tage
≥70	Complete	14	44 %	24	75 %
< 70	Incomplete	18	56 %	8	25 %
Total		**32**	**100 %**	**32**	**100 %**

Then, the figure of comparison students' simple past tense mastery post-test I grade and post-test II grade in cycle II could be seen as follow:
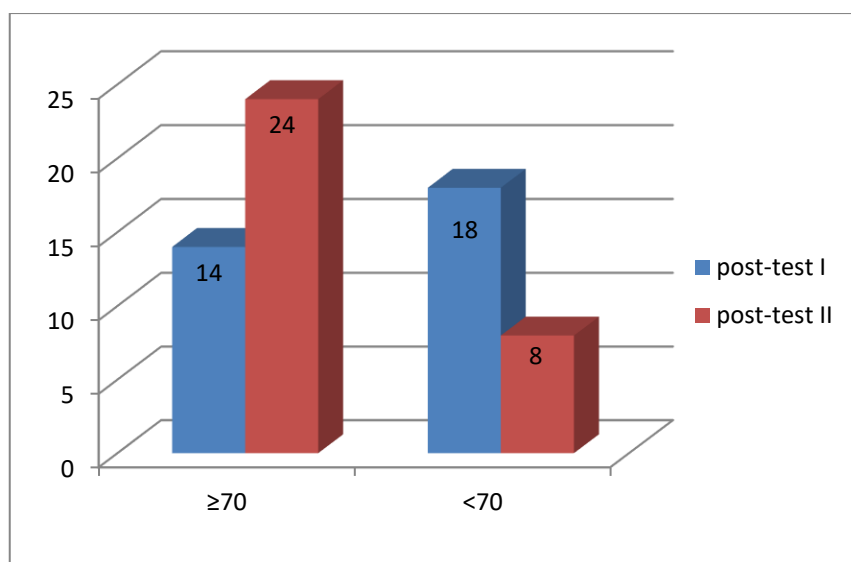
Figure 9: The Comparison of Students' Post-test I and Post-test II Grade in Cycle II

Based on the data above, it could be seen that the grade of the students in post-test II was various. The highest grade was 100 and the lowest grade is 27. The average grade of post-test II was 73. Besides, the percentage of students' success of post-test II grade was 75% or 24 students. 25% or 8 students did not pass the minimum mastery

criteria. It means that the indicator of success of this research had been achieved because there was 75% students were able to achieve grade 70. It indicated that the students' mastery of simple past tense was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Tic Tac Toe Game improve students' mastery of simple past tense.

B. INTERPRETATION

Simple past tense would be easier to understanding when it supported by the right strategy or technique, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching simple past tense by Tic Tac Toe Game can improve students' mastery of simple past tense. Tic Tac Toe Game is complex activity that requires comprehension and selection of information in written production process. When Tic Tac Toe Game is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore, it has proved that Tic Tac Toe Game could be one the interesting strategy to teaching simple past tense.

1. **Result of Students' Learning**

    a. Result of Students' Pre-Test Grade

    In this phase, the researcher conducted the pre-test to measure the students' mastery before implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 75 minutes. It was done on Monday, August 9th, 2021. From the result of pre-test showed that most of the students achieved difficult for doing the test. Based on the table 6 the students average were 30, it showed that most of the students have not passed yet in achieving the Minimum Mastery Criteria (MMC) at least 70. In this phase, only 4 students out of 32 students passed of the MMC.

    b. Result of Students' Post-Test I Grade

    In this research, to know the students' mastery of simple past tense after implementing the treatment the researcher conducted the post-test I. It was done on Monday, August 23th, 2021. Based on the table 8 the students average was 62 it shows that most of the students have not passed yet in achieved the MMC at least 70. In this stage there are 14 students out of 32 students passed of the minimum mastery criteria. It can be concluded that most of the students failed in achieving the material.

    c. Result of Students' Post-Test II Grade

    In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not achieve the MMC yet that was only 44%

passed the MMC. The researcher conducted the post-test II to measure the students' mastery after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 75 minutes. It was done on Friday, September 3nd, 2021. Based on the table 14 students average were 73, it showed that most of the students have achieving the MMC at least 70. In this phase, 24 students out of 32 students of 75% students passed of the MMC and the research was successful.

2. **Comparison of Grade in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II.**

English learning process was successfully in cycle I but the students' average grade was low. While, the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II:

Table 26

The Comparison of Simple Past Tense Mastery of

Pre-Test, Post-Test I and Post-Test II

No	Grade		
	Pre-Test	**Post-Test I**	**Post-Test II**
1.	20	100	100
2.	20	90	91
3.	7	60	75
4.	27	77	87
5.	25	76	75
6.	7	73	90
7.	20	53	35
8.	54	87	88
9.	78	82	88

10.	36	52	71
11.	28	28	72
12.	16	50	59
13.	88	98	100
14.	27	75	75
15.	14	19	27
16.	20	31	50
17.	72	90	98
18.	49	64	74
19.	36	39	76
20.	20	31	39
21	14	32	32
22	20	90	91
23	20	63	80
24	17	28	31
25	20	37	72
26	12	81	97
27	38	66	77
28	5	51	76
29	76	95	92
30	10	41	76
31	20	26	41
32	35	89	98
Total	**951**	**1974**	**2333**
Average	**30**	**62**	**73**
Complete	**4**	**14**	**24**

Table 27

The Comparison of Simple Past Tense Mastery of Pre-Test, Post-Test I

and Post-Test II

Interval	Criteria	Pre-Test		Post-Test I		Post-Test II	
		frequency	Percentage	frequency	percentage	frequency	Percentage
≥70	Complete	4	12 %	14	44 %	24	75 %
< 70	Incomplete	28	88 %	18	56 %	8	25 %
Total		32	100 %	32	100 %	32	100 %

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. It could be seen from the students get grade ≥ 70 from 4 to 14 became 24. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researcher shows the figure of the result of pre-test, post-test I and post-test II, as follow:
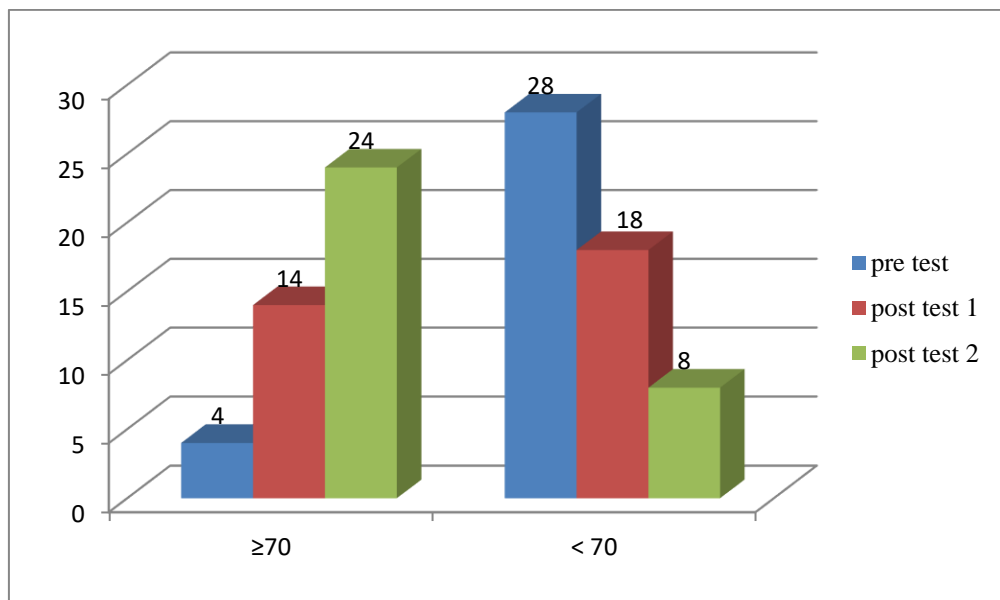
Figure 10: The Comparison Grade of Students' Mastery of Simple Past Tense in Pre-Test, Post-Test I, and Post-Test II

Based on the figure above, it could be inferred that Tic Tac Toe Game could improving the students' mastery of simple past tense. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was achieved from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 28

The Percentage of Students' Learning Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation	17	53%	30	94%	**Improved**
2	Asking/answering question from the teacher	9	28%	24	75%	**Improved**
3	Being active in the class	8	25%	24	75%	**Improved**
4	Being able to do the task	7	22%	25	78%	**Improved**
The average percentage		32 %		81 %		-
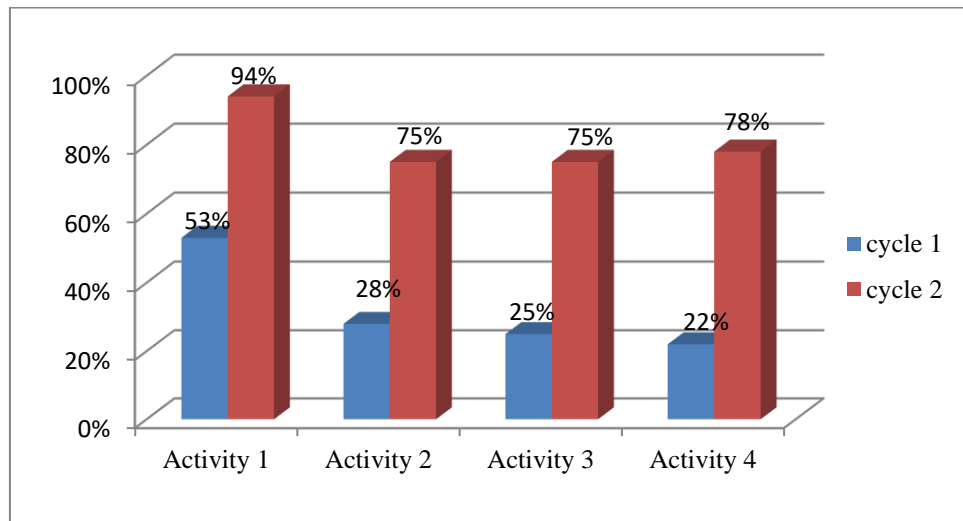
Figure 11: The Percentage of Students' Learning Activities in Cycle I and Cycle II

Based on the data had achieved, it can be explained as follow:

a) **Paying attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 53% and in cycle II 94%, it was improved 41%.

b) **Asking/answering question from the teacher**

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 47%, from cycle I 28% and cycle II 75%.

c) **Being active in the class**

The active students in class were improved. It could be seen on the cycle I 25% and cycle II 75%, it was improved 50%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when Tic Tac Toe Game was applied in learning process from cycle I up to cycle II.

d) **Being able to do the task**

The students who had done the task were increased. It could be seen on the cycle I 22% and cycle II 78%, it was improved 56%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Tic Tac Toe Game improve the students' mastery of simple past tense. There was progress average grade from 30 to 62 and to 73.

From the figure 9, we could be seen that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average grade in the pre-test was 30 and only 4 students or (12%) passed the test.

Moreover, in the post-test I there was 14 students or (44%) passed the test the indicator students get grade ≥ 70 with average 62. In the post-test II there was 24 students or (75%) passed the test

the indicator students get grade ≥70 with average 73. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students achieved grade 70 was reached.

C. DISCUSSION

In this research, it is proved that the use of Tic Tac Toe Game improves the students' learning activities among the eight graders at SMP PGRI Kesumadadi Central Lampung. Using Game Tic Tac Toe in simple past tense learning in the class is a suitable method for active class. This game can be applied in teaching and learning. Beside students is given some exercise many times and students also have chance to respond or correct other friend. There is competition on Tic Tac Toe game, so it make students to be enthusiasm and active in learning. (Tic Tac Toe grid) consist of present verb. Then students change the base verb into past (regular or irregular).

Moreover, the minimum mastery criteria (MMC) was 70 in this research, in the post-test I there is 14 students or 44% passed the test with the average 62 and the post-test II is 24 students or 75% who passed the test with average 73. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students achieved grade ≥ 70.

The result of the students' learning activities in cycle I and cycle II are improve. Pay attention of the teachers' explanation from 53% become 94%,

the students' ask/answer question from 28% become 75%, the students' activeness in the class from 25% become 75%, Being able to do the task from 22% become 78%. The result of students' activities in cycle I and cycle II, there are improvement in students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the mastery of simple past tense that was improved through Tic Tac Toe Game at the eight graders of SMP PGRI Kesumadadi.

Tic Tac Toe Game can improve learning activity at the eight graders of SMP PGRI Kesumadadi. the result of post-test II proves that the percentage of students' learning activity is 81%. It means that Tic Tac Toe Game can improve the student's learning activity.

Moreover, Tic Tac Toe Game can improve the simple past tense mastery at the eight graders of SMP PGRI Kesumadadi. The result of post-test II proves that percentage of students achieving minimum mastery criteria is 75%. It means that result of post-test II had already achieved the indicator of success that was 75 % students fulfill the minimum mastery criteria (MMC).

B. SUGGESTION

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. For English Teacher

   a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the enjoyable teaching learning process, such as selecting text or new teaching media.

b. It is better for the teacher to use Tic Tac Toe Game in English learning especially in simple past tense because it can improve students' mastery of simple past tense.

c. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their mastery in mastery of simple past tense so they can success in English learning.

3. For Headmaster

It is advisable for the headmaster to support the English teacher to use Tic Tac Toe Game in learning process because Tic Tac Toe Game is so advantageous in the process of English learning.

BIBLIOGRAPHY

Burns, Anne. *Doing Action Research in English Language Teaching.* New York: Routledge. 2010.

Ary, Donald. *Introduction to Research in Education.* Boston: Wadsworth Cengage Learning. 2006.

Agustia, Wela. "Improving The Students Speaking Ability By Using Tic Tac Toe Game To Be Media at Junior High School." *Journal of English Language Teaching.* Vol. 1. No. 2. Maret 2013.

Azar, Betty S. *Fundamental of English Grammar.* (New York: Longman. 2003).

Beck, Jozsef. *Combinatorial Games Tic Tac Toe Theory.* New York: Cambridge University Press 2008.

Bull, Victoria. *Oxford Learner's pocket Dictionary. Fourth Edition.* New York: Oxford University press. 2008.

Brown, H.Douglas. *Teaching by principle – An Interactive Approach to Language Pedagogy.* New York: Longman. 2001.

Chou, Chen-Huei. "Using Tic-Tac-Toe for Learning Data Mining Classifications and Evaluations." *International Journal of Information and Education Technology.* Vol. 3. No. 4. August 2013.

Declerck, Reenar. *The Grammar of the English Tense System.* New York: Mouton de Gruyter. 2006.

Davidson, George. *Verbs and Tenses.* New York : Learners Publishing. 2003.

Dykes, Barbara. *Grammar for Everyone Practical Tools for Learning and Teaching Grammar.* Victoria: Acer Press. 2007.

Hasan. "Improving Students English Vocabulary by Using Tic Tac Toe Game at The Second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang." *Jurnal Edumaspul.* Vol. 2. No. 2. 2018.

Huddleston, Rodney. *A Student's Introduction to English Grammar.* Cambridge: Cambridge University Press. 2007.

Murcia, Marianne Celce. *Teaching English at a Second or Foreign Language.* 3ed. Canada: Heinle & Heinle, 2001.

Nunan, David. *Practical English Language Teaching.* New York: Mc Graw Hill companies. 2003.

Nursalim, Rizqi Claudia Wardani, and Agnesia Ultha Irianti Karraske. "The Effectiveness of Using Tic Tac Toe Games in Student's Understanding on Simple present Tense At The First Grade Of SMPN 1 Kabupaten Sorong." *Interaction: Jurnal Pendidikan Bahasa.* Vol. 5. No. 2. 2018.

Ovalina. "Improving Student's Ability in Using Simple Past Tense through Contextual Teaching Learning." *Unpublish undergraduate thesis. 2010.*

O'Dwyer, Bernard T. *Modern English Structures Form Function and Position.* 2nd Ed. Canada: Broadview Press. 2006.

Rini, Susanti. "Improving The Students' Vocabulary Achievment By Applying Tic-Tac-Toe Game A CAR Of Eight Grade Students Of SMP Negeri 1 Payung In The Academic Year 2012/2013." *Unpublish undergraduate thesis. 2013.*

Risnawati. "The Use of Tic Tac Toe Game to Improve The Students' Vocabulary (A Pre Experimental Study at the Eight Grade of SMPN 3 Bontonompo)." *Unpublish undergraduate thesis. 2019.*

Sibuea, Erni Rahmawati. "Improving the students mastery in simple past tense through peer-editing technique." *Journal ESTUPRO.* Vol. 5 No. 3. 2020.

Thota, S. L. "Implementation of Tic-Tac-Toe Game iLab VIEW." *International Journal of Computer Trends and Technology (IJCTT).* Vol. 12. No. 2. 2014.

Wright, Andrew. David Betteridge. and Michael Buckby. *Game for Language Learning.* 3rd Ed. Cambridge: Cambridge University Press. 2006.

APPENDICES

SILABUS SMP/MTS

Satuan Pendidikan   :   SMP
Mata Pelajaran   :   Bahasa Inggris
Kelas/Semester   :   VIII / 1-2

Standar Kompetensi (KI)

KI-1 dan KI-2	:	**Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
KI-3	:	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
KI-4	:	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian

3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/	• Fungsi sosial Melaporkan, menceritakan, menjelaskankejadian yang dilakukan/terjadi, di waktu lampau.
	• Struktur teks
	  - Memulai
	  - Menanggapi (diharapkan/di luar dugaan)
	• Unsur kebahasaan
	  - Kalimat deklaratif dan interogatif dalam bentuk
		• Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana
		• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar
		• Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di
			• Religius
			• Mandiri
			• Gotong royong
			• Kejujuran
			• Kerja keras
			• Percaya diri
			• Kerja sama
				- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau
				- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar
				- Bertanya jawab tentang kegiatan/peristiwa di
					12 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017
						❖ Kamus Bahasa
							• Lisan
							• Tertulis
							• Penugasan
							• Unjukkerja
							• Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	*Simple Past Tense* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI	waktu lampau yang mereka dan anggota keluarga atau temannya alami		waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya		Inggris ❖ Pengalaman peserta didik dan guru	
4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan / kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan		• Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau yang pernah dialami • Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar	• Religius • Mandiri • Gotong royong • Kejujuran • Kerja keras • Percaya diri • Kerja sama				• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pemebelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks							

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : SMP PGRI Kesumadadi
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII/Ganjil
Materi Pokok   : Simple Past Tense
Alokasi Waktu   : 2 x 45 Menit (2 pertemuan)

A. Kompetensi Inti (KI)

KI3   : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4   : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar	Indikator
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	- Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana - Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar - Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami
4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau yang pernah dialami - Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

A. Tujuan Pembelajaran

1.1.1 Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman dalam penggunaan simple past tense.

2.2.1 Siswa dapat menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi dalam penggunaan simple past tense.

3.6. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.

4.6. Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

B. Materi
Tindakan/kejadian yang dilakukan/terjadi di waktu lampau (Past Simple)

1. Fungsi sosial

Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau

Struktur teks

- *Sinta ate fried chicken last morning.*
- *They was angry because you late.*

2. Unsur kebahasaan
   a. Past Simple

   b. Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.

3. Topik
   Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.

C. **Strategi Pembelajaran:** Tic Tac Toe Game

D. **Media, alat, dan sumber pembelajaran**
   1. Media
   2. Alat
   3. Sumber Belajar

E. **Langkah-langkah kegiatan pembelajaran**

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	1. Memberi arahan kepada ketua kelas untuk memimpin do'a, 2. Guru memberi salam kepada siswa, 3. Menanyakan kabar siswa, 4. Memeriksa kehadiran siswa.	5 menit

Inti	**Pertemuan 1**
	  Mengamati:
	  Guru membimbing siswa untuk mengamati contoh kalimat simple past tense pada tahap *presentation* dari Tic Tac Toe Game.
	
	  Mempertanyakan:
	  Guru membimbing siswa mempertanyakan fungsi kalimat simple past tense pada tahap *attention* dari Tic Tac Toe Game.
	
	  Mengeksplorasi:
	  Guru menjelaskan penggunaan kalimat simple past tense pada tahap *co-construction* dari Tic Tac Toe Game.
	
	  Mengasosiasi:
	  Guru meminta siswa untuk membuat sebuah kalimat simple past tense pada tahap *extension* dari Tic Tac Toe Game.
	
	  Mengkomunikasikan:
	  Guru meminta siswa untuk menyampaikan hasil tulisannya di depan kelas.
	
	Pertemuan 2
	  Mengamati:
	  Guru membimbing siswa mengamati contoh kalimat simple past tense pada tahap *presentation* dari Tic Tac Toe Game
	
	  Mempertanyakan:
	  Guru membimbing siswa mempertanyakan fungsi kalimat simple past tense pada tahap *attention* dari Tic Tac Toe Game.
		75 menit

	Mengeksplorasi: Guru menjelaskan penggunaan kalimat simple past tense pada tahap *co-construction* dari Tic Tac Toe Game **Mengasosiasi:** Guru meminta siswa untuk membuat beberapa contoh kalimat simple past tense pada tahap *extension* dari Tic Tac Toe Game **Mengkomunikasikan:** Guru meminta siswa untuk menyampaikan hasil pekerjaan mereka.	
Penutup	1. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang pernah dipelajari. 2. Guru memberikan tugas terstruktur individu. 3. Guru menjelaskan rencana kegiatan pembelajaran pada pertemuan selanjutnya.	

F. Penilaian
 1. Jenis/teknik penilaian : Penilaian kognitif
 2. Bentuk instrumen   : Tes Grammar Pilihan Ganda dan (*essay*) tertulis

Bekri,

Collaborator   Researcher,

Kasi Yulianti, S.Pd   **Rifka Umaya**
                                                                NPM. 1601070118

Change and Make Sentences

READ	BEAUTIFUL	MEET
WRITE	EAT	CLEVER
LATE	LAZY	GO

Cycle II

Change and make sentence

ANGRY	**COOK**	**TIRED**
SLEEP	**FAT**	**HUNGRY**
SWIM	**DRINK**	**TAKE**

Name :

Number :

Preliminary Test

A. Choose correct answer a, b, c or d below based on the question!

1.   Last Saturday, I ... to Tasikmalaya.

    a. Go   c. Am going

    b. Went   d. Goes

2.   I ... when my cousin was going to aboard.

    a. Am sad   c. Was sad

    b. Were sad   a. Sad

3.   ... the shoes very expensive ?

    a. Were   c. Did

    b. Was   a. Does

4.   Students ... in the class.

    a. Drinks   c. Did not drink

    b. Dunk   d. Does not drink

5.   The boy ... tell lies.

    a. Did not   c. Does not

    b. Do not   d. Had not

6.   I ... at Nisa and Ahmad's house yesterday.

    b. Am studying   d. Stay

    c. Stayed   e. Staying

7.   I ... in Solo last week.

    a. Were   c. Am

    b. Was   d. Is

8.   ... she read novel last morning ?

    b. Do   d. Did

    c. Does   e. What

9.   She ... angry yesterday.

    a. Was not   b. Were not

c. Did not   d. Had not

10. He ... lazy to study.

    a. Were not   c. Do not

    b. Was not   d. Is not

B. Complete these Sentences below!

1. I (be) ... at the cinema last night.
2. She (look) ... out of the window.
3. I (see) ... Julian at the Rani's party. He was handsome.
4. Ethan and Emily (come, not) ... to our house yesterday.
5. She (be, not) ... fat.
6. (be) ... it your fault?
7. Sinta (write) ... novel last year.
8. Last morning, Vania (eat) ... three candy.
9. The bag (be, not) ... on the table.
10. I (have) ... a nightmare last night.

C. Translate and Change into Simple Past Form!

1. Dia terlambat kemarin.

   (+)

   (-)

   (?)

2. Jenni membawa buku baru 2 hari yang lalu.

   (+)

   (-)

   (?)

3. Dia adalah seorang penyanyi dulunya.

   (+)

   (-)

   (?)

4. Ayah seorang guru di Mts Darul A'mal 5 tahun yang lalu.

(+)

(-)

(?)

5. Raisa bernyanyi di dalam kamar kemarin malam.

(+)

(-)

(?)

Cycle I

A.Choose correct answer a, b, c or d below based on the question!

1. My mother was in the kitchen, she ... some cakes for four hours ago.

   a. Cooked   c. Cooking

   b. Cooks   d. Cook

2. Mr. Angga ... Mr. Joe in the afternoon.

   a. Meet   c. Has met

   b. Have met   d. Met

3. My brother ... read the newspaper when he was waiting his friend.

   a. Were not   c. Was not

   b. Did not   d. Do not

4, The flowers ... nice yesterday.

   a. Was not   c. Were not
   b. Are not   d. Is not

5, Vina ... clever student.

   a.Was   c.Is

   b.Were   d.Are

6. I ... hungry last night.

   a. Were   c. Am

   b. Was   d. Is

7. ... she beautiful last morning?

   a. Were   c. Did

   b. Does   d. Was

8. Rina ... 22 years old last year.

   a. Was   c. Did

   b. Were   d. Do

9. ... my brother and me relax in cafetaria

   a. Did   b. Were

    c.   Do   d.   Does

10. Anita ... John when she was reading book in library.

    a.   Was meeting   c.   Had met

    b.   Met   d.   Meet

B. Complete these Sentences below!

1. Mr. Budi (make) ... a bread last night.
2. I (see) ... the butterfly in front of my home yesterday.
3. I (be) ... late yesterday.
4. Was wheather bad when you (be) ... on holiday ?
5. My brother and I (play) ... football last afternoon.
6. Sulis and Winda (be, not) ... at the school library yesterday afternoon.
7. (be) ... she sick last week ?
8. He (be) ... my close friends in Junior high school.
9. My father (go) ... to dubai last month.
10. I (study) ... in the library last afternoon.

C. Translate and Change into Simple Past Form!

1. Ria pergi bersama Ana kemarin.

   (+)

   (-)

   (?)

2. Mereka siswa yang pintar

   (+)

   (-)

   (?)

3. Jenni memanggil Hanna kemarin malam.

   (+)

   (-)

   (?)

4. Dia gemuk.

(+)

(-)

(?)

5. Mereka sudah menonton filmnya kemarin malam.

(+)

(-)

(?)

Cycle II

A.   Choose correct answer a, b, c or d below based on the question!

1. We ... in the swimming pool two weeks ago.

   a. Swim   c. Swam

   b. Is swimming   d. Swims

2. I ... a T- shirt, jeans and a cap last Ramadhan.

   a. Bought   c. Buy

   b. Buys   d. Am buying

3. Six month ago, my family ... go to Gembira Loka zoo.

   a. Did not   c. Was not

   b. Were not   d. Is not

4. We ... stand in front of that tiger yesterday.

   a. Were not   c. Did not

   b. Is not   d. Do not

5. ... My family stay in Ambarukmo Hotel in May?

   a. Did   c. Was

   b. Do   d. Were

6. Nana ... clever in her class.

   a. Was   c. Had

   b. Were   d. Have

7. He ... lazy to study.

   a. Were not   c. Does not

   b. Was not   d. Do not

8. The flowers ... nice yesterday.

   a. Was not   c. Did not

   b. Were not   d. Do not

9.   He ... handsome boy.

   a. Was   b. Were

c. Is   d. Are

10. ... the shoes very expensive ?

    a. Were

    b. Did

    c. Do

    d. Was

B. Complete these Sentences below!

1. Mr. Andi (teach) ... english lesson last week.
2. I (take) ... the picture at zoo yesterday.
3. I (be) ... late yesterday.
4. Was wheather bad when you (be) ... on holiday ?
5. Chocolate (make) ... me feel better one hour ago.
6. My mother (cook) ... fried chicken last morning.
7. She (be) ... my first crush.
8. Shania (watch) ... barbie in her bedroom last night.
9. Jane and Jill (be, not) ... here before you came.
10. (be) ... she sick last week?

C.   Translate and Change into Simple Past Form!

1. Ria pergi bersama Ana kemarin.

    (+)

    (-)

    (?)

2. Dia membawa kue minggu lalu.

    (+)

    (-)

    (?)

3. Mereka marah karena kamu terlambat.

    (+)

    (-)

    (?)

4. Hotel itu sangat mahal.

   (+)

   (-)

   (?)

5. Saya makan siang satu jam yang lalu.

   (+)

   (-)

   (?)

STUDENT GRADE

PRE-TEST

No	Student's Name	Grade	Category
1.	ANA	20	INCOMPLETE
2.	AN	20	INCOMPLETE
3.	AFA	7	INCOMPLETE
4.	AKA	27	INCOMPLETE
5.	ATA	25	INCOMPLETE
6.	AI	7	INCOMPLETE
7.	AP	20	INCOMPLETE
8.	AK	54	INCOMPLETE
9.	AR	78	COMPLETE
10.	AK	36	INCOMPLETE
11.	AFR	28	INCOMPLETE
12.	AW	16	INCOMPLETE
13.	DA	88	COMPLETE
14.	DKS	27	INCOMPLETE
15.	DM	14	INCOMPLETE
16.	DP	20	INCOMPLETE
17.	DR	72	COMPLETE
18.	ES	49	INCOMPLETE
19.	FAP	36	INCOMPLETE
20.	FR	20	INCOMPLETE
21.	IBY	14	INCOMPLETE
22.	IJA	20	INCOMPLETE
23.	IH	20	INCOMPLETE
24.	IAS	17	INCOMPLETE
25.	LA	20	INCOMPLETE
26.	MK	12	INCOMPLETE
27.	MAY	38	INCOMPLETE
28.	MI	5	INCOMPLETE
29.	MRE	76	COMPLETE
30.	OF	10	INCOMPLETE
31.	RTF	20	INCOMPLETE
32.	RAS	35	INCOMPLETE
Total		**951**	
Averange		**30**	

STUDENT GRADE

POST-TEST 1

No	Student's Name	Grade	Category
1.	ANA	100	**COMPLETE**
2.	AN	90	COMPLETE
3.	AFA	60	INCOMPLETE
4.	AKA	77	COMPLETE
5.	ATA	76	COMPLETE
6.	AI	73	COMPLETE
7.	AP	53	INCOMPLETE
8.	AK	87	COMPLETE
9.	AR	82	COMPLETE
10.	AK	52	INCOMPLETE
11.	AFR	28	INCOMPLETE
12.	AW	50	INCOMPLETE
13.	DA	98	COMPLETE
14.	DKS	75	COMPLETE
15.	DM	19	INCOMPLETE
16.	DP	31	INCOMPLETE
17.	DR	90	COMPLETE
18.	ES	64	INCOMPLETE
19.	FAP	39	INCOMPLETE
20.	FR	31	INCOMPLETE
21.	IBY	32	INCOMPLETE
22.	IJA	90	COMPLETE
23.	IH	63	INCOMPLETE
24.	IAS	28	INCOMPLETE
25.	LA	37	INCOMPLETE
26.	MK	81	COMPLETE
27.	MAY	66	INCOMPLETE
28.	MI	51	INCOMPLETE
29.	MRE	95	COMPLETE
30.	OF	41	INCOMPLETE
31.	RTF	26	INCOMPLETE
32.	RAS	89	COMPLETE
Total		**1974**	
Averange		**62**	

The Students' Learning Activities Result in Cycle I

No	Name	Paying attention to the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
		The Indicator of Students' Learning Activities			
1.	ANA	√	√	√	√
2.	AN	√	-	-	-
3.	AFA	-	-	-	-
4.	AKA	√	√	√	-
5.	ATA	√	-	-	-
6.	AI	-	-	-	-
7.	AP	-	-	-	-
8.	AK	√	-	√	√
9.	AR	√	√	√	√
10.	AK	√	-	-	-
11.	AFR	-	-	-	-
12.	AW	-	-	-	-
13.	DA	√	√	√	√
14.	DKS	-	-	-	-
15.	DM	-	-	-	-
16.	DP	-	√	√	-
17.	DR	√	√	√	√
18.	ES	√	-	-	√
19.	FAP	√	-	-	-
20.	FR	-	-	-	-
21.	IBY	-	-	-	-
22.	IJA	-	-	-	-
23.	IH	√	-	-	-
24.	IAS	√	-	-	-
25.	LA	√	-	-	-
26.	MK	-	-	-	-
27.	MAY	√	√	√	-
28.	MI	-	-	-	-
29.	MRE	√	-	-	√
30.	OF	√	-	-	-
31.	RTF	-	-	-	-
32.	RAS	-	-	-	-
→	TOTAL	17	9	8	7

STUDENT GRADE

POST-TEST 2

No	Student's Name	Grade	Category
1.	ANA	100	COMPLETE
2.	AN	91	COMPLETE
3.	AFA	75	COMPLETE
4.	AKA	87	COMPLETE
5.	ATA	75	COMPLETE
6.	AI	90	COMPLETE
7.	AP	35	INCOMPLETE
8.	AK	88	COMPLETE
9.	AR	88	COMPLETE
10.	AK	71	COMPLETE
11.	AFR	72	COMPLETE
12.	AW	59	INCOMPLETE
13.	DA	100	COMPLETE
14.	DKS	75	COMPLETE
15.	DM	27	INCOMPLETE
16.	DP	50	INCOMPLETE
17.	DR	98	COMPLETE
18.	ES	74	COMPLETE
19.	FAP	76	COMPLETE
20.	FR	39	INCOMPLETE
21.	IBY	32	INCOMPLETE
22.	IJA	91	COMPLETE
23.	IH	80	COMPLETE
24.	IAS	31	INCOMPLETE
25.	LA	72	COMPLETE
26.	MK	97	COMPLETE
27.	MAY	77	COMPLETE
28.	MI	76	COMPLETE
29.	MRE	92	COMPLETE
30.	OF	76	COMPLETE
31.	RTF	41	INCOMPLETE
32.	RAS	98	COMPLETE
Total		**2333**	
Averange		**73**	

The Students' Learning Activities Result in Cycle II

No	Name	The Indicator of Students' Learning Activities			
		Paying attention to the teacher's explanation	Asking /answering question from the teacher	Being active in the class	Being able to do the task
1.	ANA	√	√	√	√
2.	AN	√	√	√	√
3.	AFA	√	√	√	√
4.	AKA	√	√	√	√
5.	ATA	√	-	-	√
6.	AI	√	√	√	√
7.	AP	-	-	-	-
8.	AK	√	√	√	√
9.	AR	√	√	√	√
10.	AK	√	√	√	√
11.	AFR	√	-	-	√
12.	AW	√	√	√	√
13.	DA	√	√	√	√
14.	DKS	√	√	√	√
15.	DM	√	-	-	-
16.	DP	√	√	√	-
17.	DR	√	√	√	√
18.	ES	√	√	√	√
19.	FAP	√	√	√	√
20.	FR	√	-	-	-
21.	IBY	√	√	√	-
22.	IJA	√	√	√	√
23.	IH	√	√	√	√
24.	IAS	-	-	-	-
25.	LA	√	-	-	√
26.	MK	√	√	√	√
27.	MAY	√	√	√	√
28.	MI	√	√	√	√
29.	MRE	√	√	√	√
30.	OF	√	√	√	√
31.	RTF	√	-	-	-
32.	RAS	√	√	√	√
	TOTAL	30	24	24	25

The Comparison between
Post-Test I Grade and Post-Test II Grade

No	Name Initial	Pre-Test Grade	Post-Test I Grade	Post-Test II Grade	Improving	Explanation
1.	ANA	20	100	100	0	Constant
2.	AN	20	90	91	1	Improved
3.	AFA	7	60	75	15	Improved
4.	AKA	27	77	87	10	Improved
5.	ATA	25	76	75	-1	Declined
6.	AI	7	73	90	17	Improved
7.	AP	20	53	35	-18	Declined
8.	AK	54	87	88	1	Improved
9.	AR	78	82	88	6	Improved
10.	AK	36	52	71	19	Improved
11.	AFR	28	28	72	44	Improved
12.	AW	16	50	59	9	Improved
13.	DA	88	98	100	2	Improved
14.	DKS	27	75	75	0	Constant
15.	DM	14	19	27	8	Improved
16.	DP	20	31	50	19	Improved
17.	DR	72	90	98	8	Improved
18.	ES	49	64	74	10	Improved
19.	FAP	36	39	76	37	Improved
20.	FR	20	31	39	8	Improved
21.	IBY	14	32	32	0	Constant
22.	IJA	20	90	91	1	Improved
23.	IH	20	63	80	17	Improved
24.	IAS	17	28	31	3	Improved
25.	LA	20	37	72	35	Improved
26.	MK	12	81	97	16	Improved
27.	MAY	38	66	77	11	Improved
28.	MI	5	51	76	25	Improved
29.	MRE	76	95	92	-3	Declined
30.	OF	10	41	76	35	Improved
31.	RTF	20	26	41	15	Improved
32.	RAS	35	89	98	9	Improved
Total		**951**	**1974**	**2333**		
Average		**30**	**62**	**73**		
Lowest Grade		**5**	**19**	**27**		
Highest Grade		**88**	**100**	**100**		

Name : Dava Anggara

Class : VIII

(88)

Preliminary Test

A. Choose correct answer a, b, c or d below based on the question!

18

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D

6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

B. Complete these Sentences below!

30

1. was
2. looked
3. saw
4. did not come
5. were not

6. was
7. wrote
8. ate
9. was not
10. had

C. Translate and Change into Simple Past Form!

40

1. Dia terlambat kemarin.
   (+) He was late yesterday
   (-) He was not late yesterday
   (?) Was he late yesterday ?

2. Jenni membawa buku baru 2 hari yang lalu.
   (+) Jenni brought new book two days ago
   (-) Jenni did not bring new book two days ago
   (?) Did Jenni bring new book yesterday

3. Dia adalah seorang penyanyi dulunya.
   (+)
   (-)
   (?)

106

4. Ayah seorang guru di Mts Darul A'mal 5 tahun yang lalu.

(+) My father was teacher in Mts Darul A'mal Five years ago

(-) My father was not teacher in Mts Darul A'mal five years ago

(?) Was my father teacher in Mts Darul A'mal Five years ago?

5. Raisa bernyanyi di dalam kamar kemarin malam.

(+) Raisa song in the bedroom last night

(-) Raisa did not sing in the bedroom last night

(?) Did Raisa sing in the bedroom last night?

GOOD LUCK

Name : Desfa rahendra

Class : 8

Preliminary Test

A. Choose correct answer a, b, c or d below based on the question!

1.	A	B̶	C	D
2.	A	B	C̶	D
3.	A	B̶	C	D
4.	A̶	B	C	D
5.	A	B	C	D̶

6.	A	B	C̶	D
7.	A	B	C̶	D
8.	A	B̶	C	D
9.	A̶	B	C	D
10.	A	B̶	C	D

B. Complete these Sentences below!

1. Saw
2. tooked did not
3. Was
4. Mbuh
5. Are

6. Saw
7. Wort
8. eat
9. Saw are
10. dead

C. Translate and Change into Simple Past Form!

1. Dia terlambat kemarin.

   (+) ....

   (-) ....

   (?) ....

2. Jenni membawa buku baru 2 hari yang lalu.

   (+) ....

   (-) ....

   (?) ....

3. Dia adalah seorang penyanyi dulunya.

   (+) ....

   (-) ....

   (?) ....

4. Ayah seorang guru di Mts Darul A'mal 5 tahun yang lalu.

(+) ....

(-) ....

(?) ....

5. Raisa bernyanyi di dalam kamar kemarin malam.

(+) ....

(-) ....

(?) ....

GOOD LUCK

Name Aji Irawan

Class : 8

Preliminary Test

A. Choose correct answer a, b, c or d below based on the question!

1.	X	B	C	D
2.	A	B	X	D
3.	A	B	X	D
4.	A	B	C	X
5.	X	B	C	D

6.	X	B	C	D
7.	A	X	C	D
8.	A	B	C	X
9.	A	B	X	D
10.	X	B	C	D

B. Complete these Sentences below!

1. yes
2. loket
3. shaw
4. di no tow
5. cube

6. yes
7. bet
8. ate
9. no
10. were

C. Translate and Change into Simple Past Form!

1. Dia terlambat kemarin.

(+)

(-)

(?)

2. Jenni membawa buku baru 2 hari yang lalu.

(+)

(-)

(?)

3. Dia adalah seorang penyanyi dulunya.

(+)

(-)

(?)

110

4. Ayah seorang guru di Mts Darul A'mal 5 tahun yang lalu.

(+) ....

(-) ....

(?) ....

5. Raisa bernyanyi di dalam kamar kemarin malam.

(+) ....

(-) ....

(?) ....

GOOD LUCK

Name : Amelia khadijah

Class : 8

(59)

Preliminary Test

A. Choose correct answer a, b, c or d below based on the question!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D

6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

-14

B. Complete these Sentences below!

30

1. was
2. looked
3. saw
4. did not come
5. were not

6. wes
7. wrote
8. ate
9. was not
10. had

C. Translate and Change into Simple Past Form!

1. Dia terlambat kemarin.

10

(+) He was late yesterday.
(-) He was not late yesterday.
(?) Was he late yesterday ?

2. Jenni membawa buku baru 2 hari yang lalu.

(+) Jenni bring book
(-)
(?)

3. Dia adalah seorang penyanyi dulunya.

(+)
(-)
(?)

112

4. Ayah seorang guru di Mts Darul A'mal 5 tahun yang lalu.

(+) ....

(-) ....

(?) ....

5. Raisa bernyanyi di dalam kamar kemarin malam

(+) ....

(-) ....

(?) ....

GOOD LUCK

Name : Amelia khadijah

Class : 8

87

Post Test Cycle I

A. Choose correct answer a, b, c or d below based on the question!

20

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D

6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

B. Complete these Sentences below!

27

1. made
2. saw
3.
4. were
5. played

6. were not
7. was
8. was
9. went
10. studied

C. Translate and Change into Simple Past Form!

90

1. Riapergibersama Ana kemarin.
   (+) Ria went with Ana ~~ken~~ yesterday.
   (-) Ria did not go with Ana yesterday.
   (?) Did Ria go with Ana yesterday?

2. Merekasiswa yang pintar
   (+) They was clever student.
   (-) They was not clever student
   (?) Was they clever student?

3. Jennimemanggil Hanna kemarin malam.
   (+) Jenni called ~~last night~~ Hanaa last night
   (-) Jenni did not call Hana last night.
   (?) Did Jenni not call Hanna last nigh?

4. Diagemuk.

(+) He was fat.

(-) He was not fat.

(?) Was he fat?

5. Merekasudahmenontonfilmnya kemarin malam.

(+)

(-)

(?)

GOOD LUCK

Name : AAN NURWIJAYA

Class : 8

(90)

Post Test Cycle I

A. Choose correct answer a, b, c or d below based on the question!

1.	~~A~~	B	C	D
2.	A	B	C	~~D~~
3.	A	~~B~~	C	D
4.	~~A~~	B	C	D
5.	A	~~B~~	C	D

6.	A	~~B~~	C	D
7.	A	B	C	~~D~~
8.	~~A~~	B	C	D
9.	~~A~~	B	C	D
10.	~~A~~	B	C	D

20

B. Complete these Sentences below!

30

1. Made
2. Saw
3. Was
4. Were
5. Played

6. Were not
7. Was
8. Was
9. Went
10. Studied

C. Translate and Change into Simple Past Form!

90

1. Riapergibersama Ana kemarin.
   (+) Ria went with ana yesterday.
   (-) Ria did not go with ana yesterday.
   (?) Did ria go with ana yesterday?

2. Merckasiswa yang pintar
   (+) They was clever student.
   (-) They was not clever student.
   (?) Was they clever student?

3. Jennimemanggil Hanna kemarin malam.
   (+) Jenni called hanna last night.
   (-) Jenni did not call hanna last night.
   (?) Did Jenni call hanna last night?

117

4. Diagemuk
   (+) He was fat.
   (-) He was not fat.
   (?) Was he fat?

5. Merekasudahmenontonfilmnya kemarin malam
   (+)
   (-)
   (?)

GOOD LUCK

Name : Desta mahendra

Class : 8

(19)

Post Test Cycle I

A. Choose correct answer a, b, c or d below based on the question!

10

1.	A̶	B	C	D
2.	A	B̶	C	D
3.	A	B	C̶	D
4.	A̶	B	C	D
5.	A	B̶	C	D

6.	A	B̶	C	D
7.	A̶	B	C	D
8.	A	B̶	C	D
9.	A	B̶	C	D
10.	A̶	B	C	D

B. Complete these Sentences below!

1. meadie
2. was
3. Saw
4. heat
5. Peach

9

6. Were not
7. was
8. was
9. why
10. Seant

C. Translate and Change into Simple Past Form!

1. Riapergibersama Ana kemarin.

   (+) ....

   (-) ....

   (?) ....

2. Merekasiswa yang pintar

   (+) ....

   (-) ....

   (?) ....

3. Jennimemanggil Hanna kemarin malam.

   (+) ....

   (-) ....

   (?) ....

119

4. Diagemuk.

(+) ....

(-) ....

(?) ....

5. Merekasudahmenontonfilmnya kemarin malam.

(+) ....

(-) ....

(?) ....

GOOD LUCK

Name : Dika pratama Saputra

Class : 8

(75)

Post Test Cycle I

A. Choose correct answer a, b, c or d below based on the question!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D

6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

18

B. Complete these Sentences below!

27

1. made
2. saw
3. was
4. were
5. I played

6. were not
7. was
8. saw
9. went
10. studied

C. Translate and Change into Simple Past Form!

30

1. Riapergibersama Ana kemarin.

(+) Ria went with Ana yesterday

(-) Ria did not go with Ana yesterday

(?) Did Ria go with Ana yesterday

2. Merekasiswa yang pintar

(+) They was clever student

(-) They was not clever student

(?) was they clever student?

3. Jennimemanggil Hanna kemarin malam.

(+)

(-)

(?)

4. Diagemuk.

(+) He was fat

(-) He was not fat

(?) Was he fat?

5. Merekasudahmenontonfilmnya kemarin malam.

(+)

(-)

(?)

GOOD LUCK

Name : Dava Anggara

Class : VIII

100

Post Test Cycle II

A. Choose correct answer a, b, c or d below based on the question!

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D

20

6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

B. Complete these Sentences below!

1. Teach
2. Took
3. Was
4. Were
5. Made

30

6. Cooked
7. Was
8. Watched
9. Were not
10. Was

C. Translate and Change into Simple Past Form!

1. Ria pergi bersama Ana kemarin.

50

(+) Ria went with Ana yesterday

(-) Ria did not go with Ana yesterday

(?) Did Ria go with Ana yesterday?

2. Dia membawa kue minggu lalu.

(+) She brought cake last week

(-) She did not bring cake last week

(?) Did she bring cake last week?

3. Mereka marah karena kamu terlambat.

(+) They was angry because you late

(-) They was not angry because you late

(?) Was they angry because you late

123

4. Hotel itu sangat mahal.

(+) That hotel was very expensive

(-) That hotel was not very expensive

(?) Was that hotel very expensive?

5. Saya makan siang satu jam yang lalu.

(+) I ate lunch one ago

(-) I did not eat lunch one hour ago

(?) Did I eat lunch one hour ago

GOOD LUCK

124

Name : AAN NURWIJAYA

Class : 8

(91)

Post Test Cycle II

A. Choose correct answer a, b, c or d below based on the question!

20

1.	A	B	X	D
2.	X	B	C	D
3.	X	B	C	D
4.	A	B	X	X
5.	X	B	C	D

6.	X	B	C	D
7.	A	X	C	D
8.	X	B	C	D
9.	X	B	C	D
10.	A	B	C	X

B. Complete these Sentences below!

21

1. Teach
2. Take
3. Was
4. were
5. made

6. Cook
7. Was
8. Watched
9. Were not
10. were

C. Translate and Change into Simple Past Form!

1. Ria pergi bersama Ana kemarin.

50

(+) Ria went with ana yesterday.

(-) Ria did not went with ana yesterday.

(?) Did ria went with ana yesterday?

2. Dia membawa kue minggu lalu.

(+) She brought cake last week.

(-) She did not bring cake last week.

(?) Did she bring cake last week?

3. Mereka marah karena kamu terlambat.

(+) They was angry because you late.

(-) They was not angry because you late.

(?) Was they angry because you late?

125

4. Hotel itu sangat mahal.

(+) That hotel was very expensive.

(-) That hotel was not very expensive.

(?) Was that hotel very expensive?

5. Saya makan siang satu jam yang lalu.

(+) I ate lunch one hour ago.

(-) I did not eat lunch one hour ago.

(?) Did I eat lunch one hour ago?

GOOD LUCK

126

Name : Dwiki rahardi

Class : 8

98

A. Choose correct answer a, b, c or d below based on the question!

18

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D

6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

B. Complete these Sentences below!

30

1. teach
2. took
3. was
4. were
5. made

6. Cooked
7. was
8. watched
9. were not
10. was

C. Translate and Change into Simple Past Form!

58

1. Ria pergi bersama Ana kemarin.

(+) Ria went with Ana yesterday

(-) Ria did not with Ana yesterday

(?) Did Ria with Ana yesterday?

2. Dia membawa kue minggu lalu.

(+) She brought cake last week

(-) She did not go bring cake last week

(?) Did she go bring cake last week?

3. Mereka marah karena kamu terlambat.

(+) They was angry because you late

(-) They was not angry because you late

(?) Was they angry because you late

127

4. Hotel itu sangat mahal.

(+) That hotel was very expensive

(-) That hotel was not very expensive

(?) Was that hotel very expensive?

5. Saya makan siang satu jam yang lalu.

(+) I ate lunch hour ago.

(-) I did not eat lunch one hour ago

(?) Did I eat lunch one hour ago?

GOOD LUCK

Name : Monika Kristianti

Class : VIIr

(97)

Post Test Cycle II

A. Choose correct answer a, b, c or d below based on the question!

20

1.	~~A~~	B	~~C~~	D
2.	~~A~~	B	C	~~D~~
3.	~~A~~	~~B~~	C	D
4.	~~A~~	B	~~C~~	D
5.	~~A~~	~~B~~	C	D

6.	~~A~~	~~B~~	C	D
7.	A	~~B~~	C	~~D~~
8.	~~A~~	B	C	D
9.	~~A~~	B	C	D
10.	~~A~~	B	C	~~D~~

B. Complete these Sentences below!

27

1.
2. Saw
3. was
4. were
5. Played

6. were not
7. was
8. was
9. went
10. studied

C. Translate and Change into Simple Past Form!

1. Ria pergi bersama Ana kemarin.

40-50

   (+) Ria went with anna yesterday
   (-) Ria did not go with ana yesterday
   (?) Did Ria go with anna yesterday.

2. Dia membawa kue minggu lalu.

   (+) She brought cake last week
   (-) She did not bring cake last night
   (?) Did she bring cake last night

3. Mereka marah karena kamu terlambat.

   (+) They was angry because you late
   (-) They was not angry because you late
   (?) Was they angry because you late

4. Hotel itu sangat mahal.

(+) That hotel was very expensive

(-) That hotel was not very expensive

(?) Was that hotel very expensive

5. Saya makan siang satu jam yang lalu.

(+) I ate lunch one hour ago

(-) I did not eat lunch one hour ago

(?) Did I eat lunch one hour ago

GOOD LUCK

Name : Amelia khadijah

Class : 9

Post Test Cycle II

A. Choose correct answer a, b, c or d below based on the question!

18

1.	A	B	~~C~~	D
2.	~~A~~	B	C	D
3.	A	~~B~~	C	D
4.	A	B	~~C~~	D
5.	~~A~~	B	C	D

6.	~~A~~	B	C	D
7.	A	~~B~~	C	D
8.	~~A~~	B	C	D
9.	~~A~~	B	C	D
10.	A	B	C	~~D~~

B. Complete these Sentences below!

30

1. teach

2. took

3. was

4. were

5. made

6. cooked

7. was

8. watched

9. were not

10. was

C. Translate and Change into Simple Past Form!

1. Ria pergi bersama Ana kemarin.

90

(+) Ria went with Ana yesterday.

(-) Ria did not go with Ana yesterday

(?) Did Ria go with Ana yesterday?

2. Dia membawa kue minggu lalu.

(+) She brought cake last week.

(-) She did not bring cake last week.

(?) Did she bring cake last week?

3. Mereka marah karena kamu terlambat.

(+) They was angry because you late.

(-) They was not angry because you late.

(?) Was they angry because you late?

131

4. Hotel itu sangat mahal.

(+) That hotel was very expensive.

(-) That hotel was not very expensive.

(?) Was that hotel very expensive?

5. Saya makan siang satu jam yang lalu.

(+) ....

(-) ....

(?) ....

GOOD LUCK

THE DOCUMENTATION

Picture 1.
Kesumadadi, August 9th, 2021
Pre-Test

Picture 2.
Kesumadadi, August 16th, 2021
Teaching I in Cycle I

Picture 3.
Kesumadadi, August 20th, 2021
Teaching II in Cycle I

Picture 4.
Kesumadadi, August 23th, 2021
Post Test I

Picture 5.
Kesumadadi, August 27th, 2021
Teaching I in Cycle II

Picture 6.
Kesumadadi, August 30th, 2021
Teaching II in Cycle II

Picture 7.
Kesumadadi, September 3rd, 2021
Post Test II

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-247/In.28/S/U.1/OT.01/03/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: RIFKA UMAYA
NPM	: 1601070118
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070118

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 April 2021
Kepala Perpustakaan

Drs. Mokhtaridy Sudin, M.Pd
NIP.19580831981031001

137

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : RIFKA UMAYA

NPM : 1601070118

Jurusan : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 03 Desember 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

138

Nomor   : B-4594/In.28.1/J/TL.00/12/2019
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMP PGRI 1 KESUMADADI
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   : **RIFKA UMAYA**
NPM   : 1601070118
Semester   : 7 (Tujuh)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan·   : Pendidikan Bahasa Inggris
Judul   : USING TIC TAC TOE GAME TO IMPROVE STUDENTS UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE STUDENT OF SMP PGRI 1 KESUMADADI BEKRI

untuk melakukan *pra-survey* di SMP PGRI 1 KESUMADADI.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 Desember 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

DINAS PENDIDIKAN KABUPATEN LAMPUNG TENGAH

SMP PGRI 1 KESUMADADI

Jl. Karyo Amin Kesumadadi Kecamatan Bekri Kabupaten Lampung Tengah

No   : 420/001/SMPPGRI1.KD/III/2020
Lamp   : -
Perihal : Balasan Izin Pra-Survey

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro, Nomor B-4594/IN.28.1/J/TL.00/12/2019, hal izin Pra-Survey tertanggal 20 Desember 2019, Maka Kepala SMP PGRI 1 Kesumadadi dengan ini menerangkan nama mahasiswa di bawah ini :

Nama   : Rifka Umaya

NPM   : 1602070118

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Pendidikan Bahasa Inggris

Jenjang   : S1

Benar telah mengadakan Pra-Survey di SMP PGRI 1 Kesumadadi pada tanggal 03 Maret 2020 guna melengkapi data pada penyusunan skripsi yang berjudul "USING TIC TAC TOE GAME TO IMPROVE STUDENTS UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE STUDENT OF SMP PGRI 1 KESUMADADI".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kesumadadi, 03 Maret 2020
Kepala Sekolah SMP PGRI 1
Kesumadadi

Dra. Tri Muryani

140

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rifka Umaya   Jurusan : TBI
NPM : 1601070118   Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	07/06/2024	✓		*ACC for Seminar*	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum.
NIP. 19791223 200604 1 001

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rifka Umaya   Jurusan : TBI
NPM : 1601070118   Semester : X

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	5/21			Revise all chapter. Acc seminar.	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rifka Umaya   Jurusan : TBI
NPM : 1601070118   Semester : X

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	22/07 2021	✓		APD-ACC	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum.
NIP. 19791223 200604 1 001

KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rifka Umaya   Jurusan : TBI
NPM : 1601070118   Semester : X

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	30/6 21		✓	Research intrument - RPP soal step 1	
	6/7 21		✓	Revise RP. Acc Research Ag to 1st advisor to get suggestion.	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

S U R A T   T U G A S

Nomor: B-3089/In.28/D.1/TL.01/07/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**RIFKA UMAYA**
NPM	:	1601070118
Semester	:	11 (Sebelas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP PGRI 1 KESUMADADI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING TIC TAC TOE GAME TO IMPROVE THE STUDENTS UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE STUDENT OF SMP PGRI 1 KESUMADADI BEKRI".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
Pejabat Setempat

Radfiyah, S.Ag.

Dikeluarkan di : Metro
Pada Tanggal   : 28 Juli 2021

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

145

Nomor   : B-3088/In.28/D.1/TL.00/07/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP PGRI 1
KESUMADADI
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3089/In.28/D.1/TL.01/07/2021, tanggal 28 Juli 2021 atas nama saudara:

Nama   : **RIFKA UMAYA**
NPM   : 1601070118
Semester : 11 (Sebelas)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP PGRI 1 KESUMADADI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING TIC TAC TOE GAME TO IMPROVE THE STUDENTS UNDERSTANDING ON SIMPLE PAST TENSE AT THE EIGHT GRADE STUDENT OF SMP PGRI 1 KESUMADADI BEKRI".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Juli 2021
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

146

Nomor   : 420/021/SMPPGRI.KD/07/2021
Perihal   : Balasan Izin Penelitian

Kepada Yth.   : Dekan Institut Agama Islam Negeri Metro
                  Di Metro

Dengan hormat,
Berdasarkan surat saudara Nomor : -/In.28/D.1/TL.00/07/2021 tanggal 28 Juli 2021
tentang Izin Penelitian, maka dengan ini kami memberikan izin kepada :

Nama   : RIFKA UMAYA
NPM   : 1601070118
Program Studi   : Pend. Bahasa Inggris
Fakultas   : Tarbiyah

Untuk melakukan Izin Penelitian di SMA Negeri 1 Rumbia dalam rsngka untuk
menyelesaikan program Strata 1 (S1).
Demikian surat ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Kesumadadi, 30 Juli 2021
Kepala Sekolah SMP PGRI
Kesumadadi

Badriyah, S.Ag

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rifka Umaya   Jurusan : TBI
NPM : 1601070118   Semester : XII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	25/11/2021	✓		- Lampirkan catatan bimbingan sebelumnya - Lampiran harus diberi "halaman" (nomor) - Lampiran berupa foto diberi "Caption" Date, place, Keterangan	
	1/12/2021			Acc for munaqose	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum.
NIP. 19791223 200604 1 001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rifka Umaya   Jurusan : TBI
NPM : 1601070118   Semester : XII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	28/11/21		✓	Reuse Chapter I.II.III Make sure that do not ⅎ Reuse all.	
	29/11/21			Reuse all Completed daftar Acc Munaqosah	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing II

Andianto, M.Pd
NIP. 19871102 201503 1 004

CURRICULUM VITAE

The name of the writer is Rifka Umaya. She was born in Simbarwaringin, January 06th, 1998. She is the first child of Mr. Erjunarko and Alm. Mrs. Nuryati. She enrolled her study at SD Negeri 4 Simbarwaringin in 2004-2010. Soon after that, she continued to Junior High School at SMP Kartikatama Metro in 2010-2013. She stood her study at SMK Muhammadiyah 3 Metro in 2013-2016. It was long journey for her to find out her dream. After graduating from senior high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.