

AN UNDERGRADUATE THESIS

INCREASING SPEAKING PERFORMANCE
THROUGH TIC-TAC-TOE GAME
OF THE EIGHTH GRADE STUDENTS
AT MTS RIYADLATUL ULUM BATANGHARI EAST LAMPUNG

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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H / 2020 M

INCREASING SPEAKING PERFORMANCE
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AT MTS RIYADLATUL ULUM BATANGHARI EAST LAMPUNG

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

By:

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ABSTRACT

By:

INA KANIFATUL MUKASAFAH

The purpose of this research are to show that using Tic-Tac-Toe game can increase the students speaking performance and their learning activities at the eight grade of MTs Riyadlatul Ulum East Lampung in the academic year 2019/2020. The researcher had outlined the problem in this research that focused on students' speaking performance. To increase students' speaking performance, the researcher used Tic-Tac-Toe Game.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research is the students' writing ability. In collecting the data, the researcher used test, observation, documentation, field notes. This research was conducted which an English teacher of MTs Riyadlatul Ulum Batanghari East Lampung.

Finally, the result of this research proves that the use of Tic-Tac-Toe game can increase the speaking performance. It is because based on the result of post-test II. 77% of the students can achieve the minimum mastery criteria (MMC). Therefore, it is concluded that the use of Tic-Tac-Toe game can increase the speaking performance among the Eight grade students at MTs Riyadlatul Ulum Batanghari East Lampung.

Keywords: *Speaking Performance, Tic-Tac-Toe Game, Classroom Action Research*

**PENINGKATAN PERFORMA BERBICARA
MELALUI PERMAINAN TIC-TAC-TOE PADA SISWA KELAS
DELAPAN MTs RIYADLATUL ULUM BATANGHARI LAMPUNG
TIMUR**

ABSTRAK

Oleh:

INA KANIFATUL MUKASAFAH

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Tic-Tac-Toe game dapat meningkatkan kemampuan berbicara dan aktifitas pembelajaran mereka pada siswa kelas delapan MTs Riyadlatul Ulum Lampung Timur pada tahun pelajaran 2019/2020. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan berbicara. Untuk meningkatkan kemampuan berbicara, peneliti menggunakan Tic-Tac-Toe game.

Bentuk dalam penelitian adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan,, pengamatan, dan refleksi. Objek dari penelitian ini adalah penampilan berbicara . Dalam pengumpulan data, peneliti menggunakan test, observasi, dokumentasi, catatan lapangan. Penelitian ini dilaksanakan dengan guru mata bahasa inggris kelas delapan MTs Riyadlatul Ulum Lampung Timur.

Akhirnya, hasil penelitian ini mebuktkikan bahwa permainan tic-tac-toe dapat meningkatkan penampilan berbicara. Berdasarkan dari hasil data post-test II 77% dari siswa dapat mencapai Kriteria Ketuntasan Minumum (KKM). Oleh karna itu, disimpulkan bahwa penggunaan permainan Tic-Tac-Toe dalam penampilan berbicara dapat meningkatkan kemampuan berbicara siswa pada kelas delapan MTs Riyadlatul Ulum Batanghari Lampung Timur.

Kata Kunci: *Kinerja Berbicara, Permainan Tic Tac Toe, Penelitian Tindakan Kelas*



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No: B-0076/In-28-1/D/PP-00-9/01/2021

An Undergraduate thesis entitled: INCREASING SPEAKING PERFORMANCE THROUGH TIC-TAC-TOE GAME OF THE EIGHTH GRADE STUDENTS AT MTS RIYADLATUL ULUM BATANGHARI EAST LAMPUNG, Written by: Ina Kanifatul Mukasafah, Student Number 1501070177 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on December 16th, 2020, at 09.00-11.00. PM

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr.Wb.

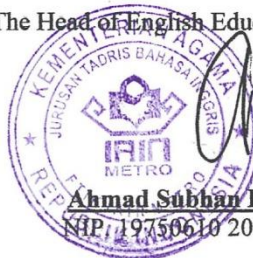
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munasqosyah. Thank you very much.

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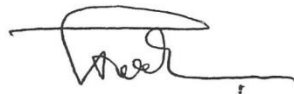
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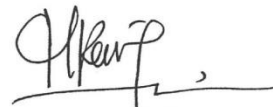
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, Desember 2020

The writer


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MOTTO

﴿١﴾ وَوَضَعْنَا عَنْكَ وِزْرَكَ ﴿٢﴾ الَّذِي أَنْقَضَ ظَهْرَكَ ﴿٣﴾
وَرَفَعْنَا لَكَ ذِكْرَكَ ﴿٤﴾ فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِذَا
فَرَغْتَ فَأَنْصَبْ ﴿٧﴾ وَإِلَىٰ رَبِّكَ فَارْغَبْ ﴿٨﴾

“Did we not expand your chest (Muhammad)? And we have lowered your burden from you, which burdens your back, and we raise your title for you. So actually with difficulties there is ease, actually with difficulties there is ease. So when you have finished (from one matter), keep working hard (for other matters), and only to your Lord do you hope.” (Q.S Al-Insyirah (94): 1-8)¹

¹ Q.S Al-Insyirah (94): 1-8

DEDICATION PAGE

This undergraduate thesis highly dedicated to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My beloved father & mother, Nurhadi and Siti Komsatun who always support, protect, and advise me.
3. My brother and my younger sister, Ahmad Muklis Nasrulloh and Rikza Rofiuz zulfa who always support me.
4. My beloved Sponsor, Drs Kuryani M.Pd, and Co-Sponsor Syahreni Siregar, M.Hum. who always guide me.
5. My beloved friends who always support me and especially for him thanks for your help and support to finish this research.
6. All of the big family in Islamic Boarding School Riyadlatul Ulum (PPRU)

ACKNOWLEDGEMENT

In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they do not 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 lightness in the world.

This undergraduate thesis is entitled “INCREASING SPEAKING PERFORMANCE THROUGH TIC-TAC-TOE GAME OF THE EIGHTH GRADE STUDENTS AT MTS RIYADLATUL ULUM BATANGHARI EAST LAMPUNG”.

The researcher would like to express her sincere gratitude to sponsor Dr. Kuryani, M.Pd and the co-sponsor Mrs. Syahreni Siregar, M. Hum that have guided her by giving understanding and motivation in the process of completing this undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.
4. Her academic advisor, Dr. Akla, M.Pd for his advice, guidance, suggestion and support. All lecturers of English Education Department who have taught and educated the researcher during her study at IAIN Metro.

5. The Headmaster of MTs Riyadlatul Ulum, who has allowed the researcher conducted the research in his school.
6. All teachers and staff of MTs Riyadlatul Ulum Especially, Afif Azizah S.Pd, the English teacher of the tenth graders of MTs Riyadlatul Ulum.
7. Beloved father and mother who has nurtured and educated her with sincerity and affection and always prayed for my success.
8. Beloved big family. Thanks for attention, love, help, and motivation do that she becomes who she is now, much better than before.
9. Beloved friends in English Education Department thanks for being nice and kind friends that always accompanied her to study.

Metro, Desember 2020

The writer



Ina Kanifatul Mukasafah

1501070177

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CHAPTER 1

INTROUDUCTION

A. Background of the Study

English is divided into four skills, they are listening, Speaking, Reading, and Writing, and also three components of language consist of phonology, grammar and vocabulary. all of them are closely related with one other. So, every skill needs to be mastered to gain an end of English learning.

Speaking is an activity used by someone to communicate with other. it takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to other through communication.

In this research, the writer will the try to apply the Tic-Tac-Toe games in learning speaking performance. Tic-tac-toe is a game in which two players alternately crosses and circles in one of the compartments of a square grid of nine spaces; the object is to get a row of three crosses or three circles before the opponent does.

One of the Problems faced by teachers in teaching speaking is the student would not say anything. The student Tend to be silent because they do not want to show the weakness in speaking English, have less self-confidence, and they have less fluency and pronunciation in speaking English.

Related to speaking problems, the researcher had investigated the student's speaking problems in the eighth grade of MTs Riyadlatul Ulum based on the results of the pre-survey the had been done on the date 10 September 2019.

Table 1

The Result of Simple Present Mastery at The Eight Grade of Islamic Junior High School (MTs) Riyadlatul Ulum

No.	Name	Test of Speaking Performance	
		Score	Category
1	AD	40	Incomplete
2	AS	40	Incomplete
3	AB	50	Incomplete
4	AA	70	Complete
5	AN	50	Incomplete
6	DT	75	Incomplete
7	DH	40	Incomplete
8	JL	40	Incomplete
9	KU	40	Incomplete
10	LS	70	Complete
11	MM	40	Incomplete
12	MA	80	Complete
13	MF	40	Incomplete
14	MZ	40	Incomplete
15	NE	50	Incomplete
16	NE	50	Incomplete
17	NH	70	Complete
18	NL	40	Incomplete
19	NA	70	Complete

20	RS	50	Incomplete
21	SA	40	Incomplete
22	SN	40	Incomplete
23	SI	40	Incomplete
24	TS	50	Incomplete
25	UH	75	Complete
26	UL	50	Incomplete

Source: The Result of Pra survey in the Eight Grader Students' of MTs Riyadlatul Ulum (Pre Survey on September 10th S2019)

Table 2

Passing Grade Criteria

Grade	Frequency	Percentage	Criteria
≥ 70	6	23%	Complete
> 70	20	77%	Incomplete

Based on the table above it can be concluded that students' speaking performance of the Eighth graders of Islamic Junior High School (MTs) Riyadlatul Ulum get bad value.

So, the researcher decided to apply the Tic-Tac-Toe game to this school, and wish that this strategy can be a good way to increase the students' speaking performance.

B. Problem Identification

Based on background above, the research could identify the problem as follows:

1. The students tend to be silent because they do not want to show the weakness in speaking English.

2. The Students have less confidence in speaking English.
3. The Students have some difficulties in speaking English because they are afraid of making mistake in speaking English.
4. The students have less fluency and pronunciation in speaking English.

C. Problem Limitation

Based on the background and identification of the problem above, the research limits the problem of Students speaking performance by applying the Tic-Tac-Toe games. In this research, the researcher only focus on student have some difficulties in speaking because they are afraid and nervous to speak English.

D. Problem Formulation

Based on the background of the problem above, the writer formulates the problem as follow: “Can the Use of Tic-Tac-Toe Game Increase the Students Speaking Perfomance of the Eighth Gradres of MTs Riyadlatul Ulum Batanghari East Lampung”.

E. Objectives and Benefit of the Study

1. The Objectives of the Study

To increase speaking performance Through Tic-Tac-Toe game

Among the eight students of MTs Riyadlatul Ulum East lampung.

2. The Benefit of the Study

- a. The Benefit of Study

- 1) For Students

- (a) As motivation to the students to improve their ability in speaking English
 - (b) As one way students can understand the material provided by the teacher
- 2) For the Teachers
- (a) As inspiration for the teacher to develop the form of techniques or methods that more interest.
 - (b) As enable the teacher know the advantages of the tic-tac-toe technique in order to give feedback for the students.
- 3) For the Headmaster
- (a) As enable the school support the English learning process by preparing the teaching instrument.
 - (b) As enable the school determine the policy in revising of curriculum, formation of syllabus, and alternative of method that will use in English learning.

F. Prior Research

The research entitled “Increasing Speaking Performance through Tic-Tac-Toe Games of the Eight Grade Students at MTs Riyadlatul Ulum Batanghari East Lampung”, the researcher found some similar researches that have ever done. First is entitled “Improving the Tenth Grade Student’s Speaking Ability by Using Tic-Tac-Toe Game at SMA Muhammadiyah 3 Jember in 2014-2015 Academic Year” that has written by M. Shautul Jabbar.

Shautul found the problem in SMA Muhammadiyah 3 Jember by asking the English teacher. He said that students are still far from good in speaking. The teacher usually tries to re-explain till students understand and know what the teacher means. In addition, the teacher argued actually students need a new thing in studying and learning English. But he did not have enough time to teach students using media or using fun way. The type of this research was Classroom Action Research (CAR). To collect the data, the researcher used four kinds of instrument. There were observation, field note, observation sheet and documentation. He conducted the research by using two cycles that consist planning, acting, observing and reflecting.²

Second other similar research is entitled “Increasing Students’ Speaking Performance Through Three Step Interview at Ten Grade of Academic Year 2011-2012” written by Supriyadi.

Supriyadi research was about increasing student performance. The students’ problem in speaking is students who are lack of vocabulary that will make them unable to say words during speaking class, most of students are not confident to use English in speaking class and the students often speak their local language.

The method use of this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with English teacher of SMA Kartikatama 1 Metro as observer and collaborator. This study

² Jabar M Syauthul, *Improving The tenth Grade Students’ Speaking Ability By Using Tic-Tac-Toe Game At SMA Muhammadiyah 3 Jember*, (Jember: University of Muhammadiyah, 2014).

conducted by following Kurt Lewin Model with the following procedures: Planning, Acting, Observing, and Reflecting. The study carried out in two cycles. Each cycle consists two meeting. The data collecting in this study is through observation, field note, interview, and test.

The result of this study showed that there was increasing students speaking performance. Most of them gradually guided good score in the end of each cycle.³

The third similar research is entitled: “the use of tic-tac-toe game and cooperative learning to improve students speaking skills” written by Muntasiroh. The researcher found the teacher seldom built English environment in the classroom so the students are difficult in encouraging their selves to speak English. They will only learn English as a lesson, without practicing.

Type of this research is Classroom action research. The research employs a quasi-experimental research method. The population and sample consist of 62 students which belong to two groups, 31 students in experimental group and 31 students in control group⁴.

Referring to their research above, this present research is also to know whether Tic-Tac-Toe game can increase the students’ speaking performance among the eight grader of MTs Riyadlatul Ulum. The researcher will apply this strategy in the classroom because many students have difficulties in

³ Supriyadi, *Increasing Students’ Speaking Performance through Three Steep Interview At Ten Grade of SMK Kartika I Metro*(Metro: Muhammadiyah University, 2012)

⁴ Muntasiroh, *The Use of Tic-Tac-Toe Game and Cooperative Learning To Improve Students’ Speaking Skills*, (Salatiga: State Institute for Islamic Studies (IAIN), 2017).

learning speaking by presenting the research entitled Increasing Speaking Performance Through Tic-Tac-Toe Game Among the Eight Students of MTs Riyadlatul Ulum Batanghari East lampung.

In line with the first prior research above, it can be inferred that the similarities between this research and the first prior research are using Tic-Tac-Toe game as a strategy to teach speaking and using the same method that is Classroom Action Research. In contrast, this research and the first prior research have differentiation, such as different research location and number of students.

In according with the second prior research, it can be describe that the second prior research and this research have similarity that is using speaking performance in teaching. Moreover, this research and the second prior research have some differences, such us difference case study, the case study of the second prior research was at Junior High School and this study is Senior High School, the next difference is different strategy in research.

Based on the third prior research, it can be understood that this research and the third prior research have similarity in using Tic-Tac-Toe game as strategy to teaching. Meanwhile, the difference of this research and the third prior research are different research method, number of students, research location and focus of the research.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Speaking Performance

1. Definition of Speaking

Speaking is one of productive skills that helps language learners to convey their message and has an important place in language teaching.⁵ According to Joanna and heather (2006) speaking English students to convey their information or to get message in any fields of study.

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996). Thus, one can deduce that speaking is often spontaneous, open ended and evolving and it requires learners not is only knowing how to produce specific points of language (grammar, pronunciation, or vocabulary)that is linguistic competence, but also understanding of when, why, and in what ways to produce language (socio linguistic competence).⁶

Based on the definition above, it be inferred that speaking is expressing ideas, opinions, or feelings to other by using words or sound of articulation in order to inform, to persuade, and to entertain that can be learn by using some teaching learning methodologies.

⁵ AbdaKedir, *Assessing the Factors that Affect teaching Spiking Skills*, (Karimganj Assam India: Scholar Publications, 2017), p. 288.

⁶ *Ibid*, p.286.

2. The Functions of Speaking

Teaching English in every level at education always includes of four basing skills. they are listening, reading, writing and speaking. However, in using English to present the material and to communicate one another, we do orally or speaking, than the other skills.

The function of speaking Jack C. Richard used an expanded three- part version of Brown and Yule's framework:⁷

1. Talk as Interaction

Refers to what we normally mean by conversation and describes interaction that serves a primarily social function.

2. Talk as Transaction

Talk as transaction refers to situation where the focus is one what is said or done.

3. Talk as Performance

This refers to public talk that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speechless.

In brief, the aim of teaching, speaking is to give students solution from their problem in speaking, in order to improve the students' vocabularies, pronunciation, fluency, structures and comprehensions on spoken English. Teachers need to build student's own knowledge, behavior and attitude and provide experience in all three kinds. For

⁷ Jack C. Richard, *Teaching listening and Speaking From Theory to Practice*, (New York:Cambridge University Press, 2008), p. 19-27

example: speaking to literature, speaking to hot issue like entertain world and singing the famous song that can develop appreciative in addition to comprehensive and critical in speaking.

From the theories above, the researcher can conclude that Speaking is process of shearing with another person, or with other person, one's knowledge, interest attitudes, opinions or ideas. Delivery of ideas, opinions or feelings is some important aspect of the process of speaking which a speaker's idea becoming real to him and his listen.

3. Definition of Speaking Performance

According to Brown, Performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, and speaking.⁸ Meanwhile, Kurt and Lutgart states that Performance is a term used in a variety of disciplines.⁹ On other hands, performance is a goal that have standards and requirement who have to be done by the learner.

In oxford learner's dictionary, Hornby inspect that performance is the activity of showing a play, how good or badly you do something, the inspect procedure of showing a assignment, a deed, ect.¹⁰ Before someone can perform their underlying knowledge, they have competence or non observable ability.

⁸ H. Douglas Brown. *Principle of Language Learning and Teaching*, Fourth Edition, (San Francisco State University, Pearson Education, 2000) .p.30

⁹ Kurt.V, and Lurgart. V.D. Berghe. *Integrated Performance Management*. (London, Sage Publication, 2004), p.5

¹⁰ Homby, As, *Oxford Advances Learner's Dictionary*, (New York: Oxford University Press, 2010)

Based on the theory above the writer understands that speaking performance is an ability to converse, to express, to demonstrated and send our language sense fluently and well by the real action.

4. The Characteristic of Speaking Performance

a. Clustering

Fluent speech is phrasal, non word by word. Learners can organize their output both cognitively and physically (in breath group) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Contractions, elisions, reduced vowels, etc. all from special problems in teaching spoken English (see the section below in teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turns stigmatize them.

d. Performance Variable

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

f. Rate of Delivery

Another silent characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation, as will be explained how below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in vacuum-without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.¹¹

5. Type of Classroom Speaking Performance

Brown classified there are six types of classroom speaking performance, they are:

¹¹ H. Douglas Brown, *Teaching by Principles: an interactive Approach to language Pedagogy*, (New York: Longman, 2001), p. 270-271.

a. Imitative

Imitative as carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking is beyond that imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Short replies to teacher or student-initiated question or comment. These replies are usually sufficient and do not extended into dialogues.

d. Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information, is an extended of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue, carried out more for the purpose of meaningful social relationship than for the transmission of facts and information.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches.¹²

6. The Measurement of Speaking Performance

Weir provides the analytic scale below for the assessment of speaking are:¹³

Table 3
Speaking Rubric

No.	Component	Scale	Criteria
1.	Fluency	4	The student speaks so little that no 'fluent' speech can be said to occur.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
		2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts
		1	Generally natural delivery, only occasional halting when searching for appropriate words/expressions
2.	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.

¹² *Ibid.*, p. 271-274

¹³ Cyril J. Weir. *Language Teaching and Validation: An Evidence Based Approach*. (New York : Palgrave Macmillan. 2005) p 195-196

		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible
3.	Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
		3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary
4.	Grammatical accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension
		2	Speech is broken and distorted by frequent errors
		1	Unable to construct comprehensible sentences
5.	Interactional strategies	4	Interacts effectively and readily participates and follows the discussion
		3	Use of interactive strategies is generally

			adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective. Can seldom develop an interaction.
		1	Understanding and interaction minimal

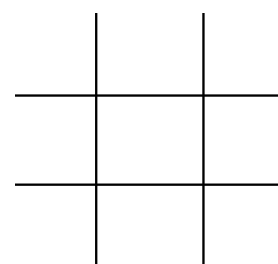
B. Concept of Tic-Tac-Toe game

1. Definition of Tic-Tac-Toe game

Game is a special category of real things. A game is a simplified, operational model of a real life situation that provides students with various participations in a variety of roles and events. Game was first created in 1947. All countries are busy innovating in technology sector, some of which are Inggris, the United States and Japan. The three countries were instrumental in developing the game for the first time. Sandy Douglas was currently completing his PhD studies at Cambridge University, England. One of the themes of the thesis taken is human-computer interaction. Douglas then developed a game that can be played by humans using computers and telephones. Although not published, this game created by Sandy Douglas was later developed by other people. In 1951, the results of Sandy Douglas' thesis were upgraded by Martin Campbell-kelly which was later called OXO or known as the Tic-Tac-Toe game in the real world.

Game can also enrich a context, add vividness and reduce boredom. The teacher should create the appropriate game in order to increase students speaking performance. Actually, there are many games that can be used in teaching speaking such as Tic-Tac-Toe game. Tic-Toe is a well known game played by two persons who alternately place X's and O's upon a 3x3 playing field such as figure bellow.¹⁴

The Tic-Tac-Toe game is most familiar among all the age groups. The friendliness of Tic-Tac-Toe game makes them ideal as a pedagogical tool for teaching the concepts of good sportsmanship. The game is a very good

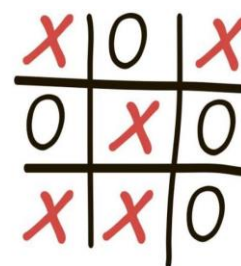


FIGURE

brain exercise. It involves looking ahead and trying to figure out what the person playing against you might do next.

Tic-Tac-Toe or Noughts (O) and Crosses (X), is a pen and paper game for two players, O and X, who take turns to marking spaces in 3x3 grid. The player who succeeds in placing there of their own marks in a horizontal, vertical or diagonal row wins the game.¹⁵

Based on the definition above, it be inferred that tic-tac-toe game is simple and yet an interesting board game, its can play by two people who take turn to place their pieces on a



FIGURE

¹⁴ Peter Baum, *Tic-Tac-Toe*, (New York: Computer Science Department ,2017), p. 2

¹⁵ Thota Lalitha Saroja, *et.al.*, *Implementation of Tic-Tac-toe Game in Lab VIEW,B* (Saudi Arabia: IJCTT, 2014), p. 1.

3x3 grid with the objective of being the first player to fill a horizontal, vertical, or diagonal row with their pieces.

2. Teachers' Role the Tic-tac-Toe Game

In this step, the teacher should consider the strategies before presenting the game:

a. Preparing the Media

The important preparation is about preparing the media. For this game, the important media needed is a board. It can attract students' attention and It helps students to understand the materials easily. To play tic-tac-toe game, teacher can bring a game board or a big sheet of paper. The board has to be large enough so all students can see or teacher can draw tic-tac-toe board by herself.

b. Preparing the Students

The students need to be prepared to give them self confidence to learn the material. Next, they need to be prepared for the topic in general and activity in particular.

c. Explaining Learning skill

In choosing the language item, the teacher has to explain what to do at a certain point. Meanwhile, the teacher is the facilitator who can create the activity where the student do not only use the language, but the teacher also helps the students to understand the reason of knowing something. Tic-tac-toe game is

one of the games that the teacher can choose as material. This game can be used to teach junior high school students.

d. **Managing the Classroom**

The classroom should be a place where learners can speak freely.

3. Students Role the Tic-Tac-Toe Game

Students have the role as active speakers. This game will not run effectively if there is no participation from the students. In this game, students will work in group. Students will cooperate in their group to play and work to practice dialogue. It is expected that the students practice English well. It needs good cooperation between students.

4. Procedures of Tic-Tac-Toe Game

This is the stage in which tic-tac-toe game is implemented for teaching speaking. First, the teacher explains to students about the purpose of the game. The purpose of the game is to motivate the students be active in speaking English, to enable the students practice the language item that has been learned. For example, the students have learned about descriptive text. The students will be asked to make a correct sentence in descriptive text based on the phrase. So the teacher has to explain about the material first, as follows:

- a. The teacher explains about Descriptive Text: The teacher tells the students that the Descriptive Text, then the teacher gives some examples and write them down on the blackboard.

- b. The teacher gives more possible explanations about Descriptive Text.

Then the teacher uses tic-tac-toe game based on the material above and explains about the rules of the game. The students are divided into two teams, one represents nought (o) and the another represent cross (x). the teacher, will make some phrases in the nine grids on the blackboard. The phrase can be animal, people, noun and many others. The teacher tells the students that they can choose the phrase and make a descriptive text based on the phrase. In order to win the game, the students must choose a phrase horizontally, vertically or diagonally in the three rows.

The here are the rules of the game:

- a. The teacher divides the students into two groups this is really needed for considering the class can organize the that will be faced by the students. The teacher can organize the students into two groups; one represents cross (x) and the another represents noughts (o). it can give the students the chance to work together. It can also help the weak students to share their strategy.
- b. Teacher decides who will be the firs team. For example, it can be started by tossing the coin or the students can pick cards marked “x” or “o” randomly. The first team will be given a change to choose one of the phrases in the grid.

- c. The teacher makes nine grids on the blackboard. Then, writes some words in it. For example, the teacher asks the students to make the sentence in descriptive text. the squares could contain question words, for example, animal plant people or the other.

For example

Cat	Dog	Bred
Bee	Monkey	Rabbit
Butterfly	Elephant	Cow

- d. Then, the first team chooses the square it wants to play, e.g. “monkey”, and The team makes describe of the word. All members of the team should agree on the describe of the word. If the describe is correct, the square is filled with a nought or a cross, depending on the team the player comes from. If it is incorrect, another team is given a chance to say the describe. If there is not right answer, teacher gives some possible describe and she or he must shade the square.
- e. The team has to choose a grid in vertical, diagonal, or horizontal line. If the team has to choose “monkey”, they must choose “dog” and “elephant” in order to make vertical line, or they can choose “bee”, “monkey” and “rabbit” in order to make horizontal line or choose “cat”, “monkey” and” cow” to make diagonal line.
- f. The opponent team must try to block the another team from making the three in rows and put their symbol in the grid. For example, if

the noughts team has chosen the phrase “dog” and “monkey”, the cresses team must choose “elephant” in order to block the noughts team from their winning. But every team must try to have a line in three rows to have a win.

- g. 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.

C. The Advantages and Disadvantages of Tic-Tac-Toe Game

1) The Advantages of Tic-Tac-Toe

Playing tic-toe-toe game provides a meaningful context for many students to get actively involved in conversation. This game can build competitive environment for the students so that the students can be active and build their self confidence to speak. Usually the students are not confident if they speak alone. However, if the students work in group, they, will not be shy to speak. In addition, this game also increases the students speak because the purpose of this game is to make the students speak in the classroom.

2) The Disadvantages of Tic-Tac-Toe Game

The disadvantages of the Tic-Tac-Toe game is that it spends a lot of time because this game requires a lot of time, so the researcher must really be able to manage the time in order to complete the material with this game.

D. Action Hypotheses

“The use of tic-tac-toe game can improve speaking performance and the learning activities among the students of MTs RiyadlatulUlum East Lampung”.

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

The object in this research include 2 variables, they are independent variable (X) and dependent variable (Y). Independent variable of this research is Tic-Tac-Toe games that is used to increase the speaking performance. Dependent variable of this research is speaking performance. Two variables can be explained as follow:

1. Research Variable

a. Independent Variable (X)

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by research.

b. Dependent Variable (Y)

Dependent variable of this research is the variable which is observed and measured to determine the effect of the dependent variable.

2. Operational Definition of Variable

The variable in this research are generating the interaction between tic-tac-toe game with speaking performance. Two variables can be explained as follow:

a. Independent Variable (X)

Independent variable of this research is tic-tac-toe game. In this research the student can learn speaking performance by using tic-tac-toe game. tic-tac-toe game is simple and yet an interesting board game, its can play by two people who take turn to place their pieces on a 3x3 grid with the objective of being the first player to fill a horizontal, vertical or diagonal with their pieces. The game was conducted by descriptive text mastery; start from the teacher gave the rules of doing the game, distribute the theory of the descriptive text and then beginning of the game.

b. Dependent variable (Y)

Dependent variable of this research speaking performance that can be defined as knowledge of students in describing animal. such as: big eyes, Wide Ears and the other. In this research the students can identify and describe of animal (descriptive text). The measurement is oral test and for score is from 10-100 to asses and measures the students' mastery in speaking performance.

Indicator of this dependent variable as follow:

Score	Level	Standardize
≥ 70	Complete	Student can speak well, in pronunciation, vocabulary, grammar and fluency.
< 70	Incomplete	Student do not speak well, some errors in pronunciation, vocabulary, fluency and grammar.

B. Research Location

This research was carried out at Islamic Junior High School (MTs) Riyadlatul Ulum which is located in 39 B Bumiharjo, Batanghari, East Lampung.

C. Subject and Object of Study

1. Subject of the Study

The subject of this research was at the eighth grade students of Islamic Junior High School (MTs) Riyadlatul Ulum. This class consisted of three classes. The number of students of the class is explained on the following table:

Table 4
The Number of VII Students

No.	Students	
	Male	Female
1	16	14

Source: Archive of Islamic Junior High School (MTs) Riyadlatul Ulum

The writer chose this class because several of the students in this class had a low score in speaking performance.

2. Object of The Study

The object of this research was speaking performance among the eight graders student of Islamic Junior High School (MTs) Riyadlatul Ulum. Then, the writer selected Tic-Tac-Toe game to increasing students speaking performance.

D. Action Plan

The research method used in this study was classroom action research (CAR). According to Kumar, action research is a research method which is aimed for improving and modifying the working system of a classroom in school or institution.¹⁶

Meanwhile, Cresswell states that action research provides the opportunity for educators or teachers to reflect their own practices.¹⁷ From those statements, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

In addition, Ary, *et.al*, asserts that action research is practical tools to solve the problem experienced by people in their professional lives.¹⁸ From several theories or explanations above, it can be inferred that classroom action research is inquiry or research which enables teachers or practitioners to investigate and evaluate their work in the classroom which is concerned for problem solving to improve teaching and learning in the classroom through self-reflection which is carried out with planned and systematic action.

Concerning about the type of action research, writer used collaborative action research so that it needed the collaborator or another participants which was English teacher to assist the writer in this research.

¹⁶ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p. 261

¹⁷ John Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p. 577.

¹⁸ Donald Ary, *et.al*, *Introduction to Research in Education*, (Belmont: Wadsworth Cengage Learning, 2010), p. 516.

Therefore the writer assisted by Mrs. Afif Azizah S. Pd. She is an English teacher of MTs Riyadlatu Ulum.

Classroom action research (CAR) has various models but in this research the writer used Kemmis and Mc Taggart research design.

According to Kemmis and Mc Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.¹⁹

Those phases can be seen on the following figure:

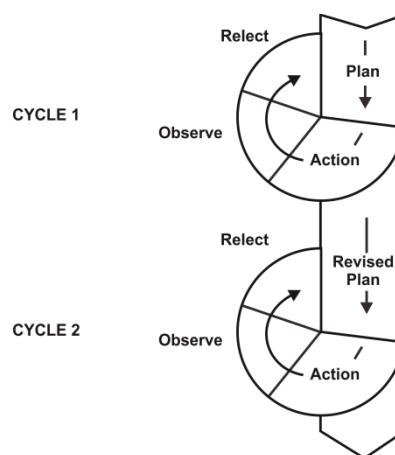


Figure 1. Kemmis and Mac Taggart Model.²⁰

This figure describes the sequence of the research which is preceded by preliminary study and followed by planning, acting, observing, and reflecting that implemented in each cycle in spiral system. The assumption is if the determined target in the first cycle cannot be achieved or there may be

¹⁹ Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), 32.

²⁰ *Ibid.*, p. 33

found new problem, so it will probably be continued and revised in the next cycle that have same phase on the first cycle.

E. Action Procedure

Based on Kemmis and Mac Tagart's research design, the steps of the research cover four phases in each cycle. They are the following.

1. Planning

In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in speaking performance mastery that occurred in the classroom and concluding the finding in preliminary study. Then the writer and the collaborator (teacher) prepared some plans to conduct the classroom.

2. Acting

In the second phase, the writer and the collaborator with teacher (Afif Azizah, S.Pd). collaborated to implement the action that had been arranged in planning phase. In this phase the writer decided to take action as a teacher who implemented the determine method in teaching and learning process. Meanwhile, the collaborator became the observer who observed the activity of teaching and learning process in the classroom.

3. Observing

In the third phase, the observer observed the student's activity, their participations, class situation during teaching and learning process, and teacher (writer) performance by using structured observation form and made note the overall activities. Furthermore, the writer also

collected the data from the post test and the result of student's activity. The writer observed the overall activities to find out the effectiveness of teaching and learning process which had been occurred and its result was concluded and discussed in reflecting phase.

4. Reflecting

In the fourth phase, the writer and the collaborator discussed about the data which had been collected from all the activities from the acting phase until observing phase. In this phase, the writer and the collaborator also analyzed the teacher performance during teaching and learning process and the student's activity worksheet to find out whether the implementation of Tic-Tac-Toe games run successful or unsuccessful by identifying strength and weakness. If there still found the problems the writer and collaborators conducted the next cycle and used the collected data in the first cycle as considerations by repairing all the problems or weaknesses in previous cycle.

F. Data Collection Technique

For this research, there were four techniques which used by the writer to collect the data such as observation, documentation, test and field note. They were explained as follows:

1. Test

Test is a set of stimuli which is given to the individual to obtain the respond based on what is assessed.²¹

²¹ Donald Ary, *et.al*, *Introduction to Research.*, p. 201.

In this research, the test was examined to the students consisted of two types namely pre-test and post-test. They were the following:

a. Pre-test

First, pre-test was examined to the students before giving the treatment through the implementation of reciprocal teaching to evaluate their ability at first. The type of pre-test was speaking performance test.

b. Post-test

Second, post-test was examined to the students after they were taught speaking performance by using The Tic-Tac-Toe games as the treatment to find out the increasing before and after giving treatment. It could be seen by comparing the result between pre-test and post-test.

2. Observation

Observation is data collection technique which concerns some form of observation of learning processes and it may involve the use of video or audio techniques or of checklists or observational schedule. In this case the writer used observation to obtain the data about students' activity or participation and teacher performance in the classroom which was observed by observer.

3. Documentation

Documentation or document is data collection technique that is useful in rendering more visible the phenomena under study for instance

field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others. The writer used documentation to obtain the data about the school profile such as history of the school, the number of teacher and staff officer and students at Islamic Junior High School (MTs) Riyadlatul Ulum, organization structure, and location sketch. Besides, the documentation was used for visualizing the classroom activity in the form of photograph.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, times and feelings.²²

In this research, the writer used field note to record the student's activity during the learning process in narration form.

G. Data Analysis Technique

The writer collected and analyzed the entire data by taking average score between pre-test and post-test of student's speaking performance per action in each cycle. The formula to figure out the average between pre-test and post-test as follow:²³

²² *Ibid.*, p. 526.

²³ *Ibid.*, p. 110.

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

X = Mean

$\sum X$ = Sum of the scores

N = Number of scores

Then, to find out the result or increase the writer compared the gained score between pre-test and post-test by comparing with the Minimum Standard Criteria (MSC) in this school at least 70. If in the first cycle the students did not pass the MSC, so the writer would conduct the second cycle. The minimum cycle in classroom action research was two cycles, so it did not be continued to the next cycle if in the second cycle the 70% of the students passed the KKM. The formula to figure out the percentage of the students who passed the KKM in each cycle as follow:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Frequency

N = Total Number of Students

H. Indicator of Success

The indicator of success was taken from the process and the result of the classroom action research. Then, the research is called success when there is 70% of students could pass the target of the minimum mastery criteria at the school at least 70 and 70% students can participate actively in the learning activity.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of The Research

In this chapter the writer would like to present the result of the research. It involves the result of the research and interpretation which had been carried out by the writer at MTs Riyadlatul Ulum particularly at the eighth grade students of MTs Riyadlatul Ulum East Lampung.

1. Description of Research Location

a. The History of MTs Riyadlatul Ulum

Based on the collected documents, it was obtained that MTs Riyadlatul Ulum East Lampung was established in 2004. MTs Riyadlatul Ulum East Lampung has land area of 3.750 m² and building area of 3.350 m² with ownership status.

b. Teacher and Official Employers at MTs Riyadlatul Ulum

Table 5

The Condition of Teacher and at Official Employers of
MTs Riyadlatul 'Ulum

No.	Name	Job
1.	Rahmad Setya Darmawan	The Head Master
2.	Nur Khoirudin, S.Pd.I	Teacher
3.	Yasir Efeendi, A.Md	Teacher
4.	Susi ernawati, S.Pd.I	Teacher
5.	Aniyatul Munawnah, S.Pd.I	Teacher
6.	Sahidin Zuhri, S.Pd.I	Teacher
7.	Siti Nur Rifa'atul AM, S.Pd.I	Teacher
8.	Yusuf Ikhwan, S.Pd	Teacher

9.	Alfi Roisah, S.E	Teacher
10.	M. Zainul Asror, S.Pd	Teacher
11.	Nurul Apriyanti, S.Pd	Teacher
12.	Lukluk Fadhilatun Thoyibah, S.Pd	Teacher
13.	Asna Qomariah	Teacher
14.	Abdul Ghofurrohimi, S.Pd.I	Teacher
15.	Afif Azizah, S.Pd	Teacher
16.	Subagio ZI, S.Pd.I	Teacher

c. Student Condition of MTs Riyadlatul ‘Ulum

There are 263 students of MTs Riyadlatul Ulum. Each grader consists of 2 classes. The tenth grade consists of two classes with 89 students, the eleventh grade consists of two classes with 70 students, and the twelve grade consists of two classes with 68 students. The Quantities of the students at MTs Riyadlatul Ulum that could be identified as follows:

Table 6
Total of Students at MTs Riyadlatul Ulum in the Academic Year of 2019/2020

No	Class	Sex		Amount
		Male	Female	
1	VII	50	39	89
2	VIII	40	30	70
3	IX	35	33	68
Total				227

Source: Documentation of Students' Quantity at MTs Riyadlatul Ulum in the academic year of 2019/2020

d. Facilities and Infrastructures of MTs Riyadlatul 'Ulum

Facilities and Infrastructures of MTs Riyadlatul 'Ulum The following are the facilities used by Madrasah Tsanawiyah Riyadlatul 'Ulum:

Table 7
Facilities and Infrastructures of MTs Riyadlatul 'Ulum

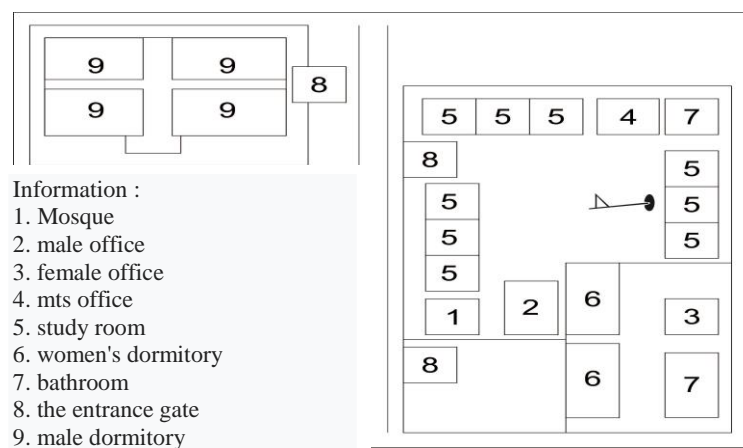
No	Facilities	Amount	Storey /No	Spesification
1.	Madrasah Head Room	1	No	Permanent
2.	Teacher's Office	1	No	Permanent
3.	Administration Room	1	No	Permanent
4.	Learning Classroom	9	Storey	Permanent
5.	Library	1	No	Permanent
6.	Field	1	No	Semi Permanent
7.	Bathroom	12	No	Permanent

Source: Profil of MTs Riyadlatul Ulum

e. Site Plan of MTs Riyadlatul Ulum

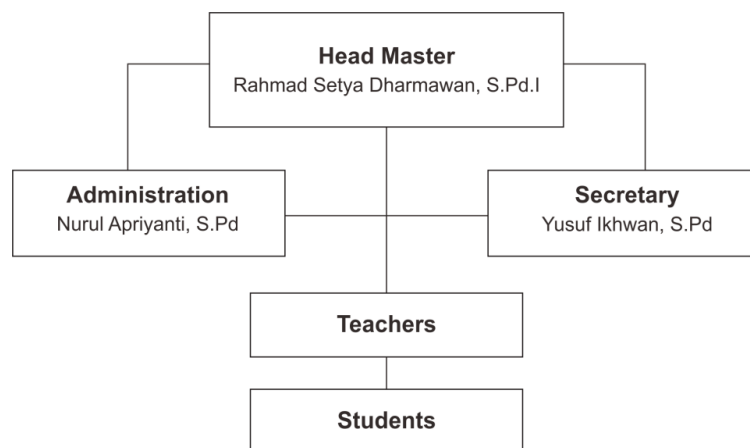
Picture 1

Site Plan of MTs Riyadlatul Ulum



f. Organization Structure of MTs Riyadlatul Ulum

Picture 2
Organization structure of MTs Riyadlatul Ulum Batanghari
in Academic Year of 2019/2020



2. Description of the Research Data

This research used classroom action research. It was conducted in two cycles that include of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2×45 minutes. Each cycle comprised of planning, action, observation and reflection. To manage the class, the researcher made lesson plan. The action of this research used Tic-Tac-Toe game increase the students' Speaking Performance.

a. Pre-test activity

The researcher conducted the pre-test, All the students have 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 speaking performance before doing the action of the classroom action research. The pre-test was administrated to the students to be finished

individually. The kind of test was speaking test that asked the students to describe about Apple. Then, the students' pre-test result is illustrated on the table below:

Table 8

Students' Pre-test Grade

NO.	NAME	P	G	V	F	TOTAL POINT	TOTAL GRADE	CATEGORY
1	AD	1	1	2	1	5	31	Incomplete
2	AS	1	1	1	1	4	25	Incomplete
3	AB	1	1	1	1	4	25	Incomplete
4	AA	1	1	1	1	4	25	Incomplete
5	AN	1	1	1	1	4	25	Incomplete
6	DT	1	1	1	1	4	25	Incomplete
7	DH	3	3	3	3	12	75	Complete
8	JL	1	1	1	1	4	25	Incomplete
9	KU	1	1	1	1	4	25	Incomplete
10	LS	1	1	1	1	4	25	<i>Incomplete</i>
11	MM	1	1	1	1	4	25	Incomplete
12	MA	3	3	3	3	12	70	Complete
13	MF	1	1	2	1	5	31	Incomplete
14	MZ	1	1	1	1	4	25	Incomplete
15	NN	1	1	1	1	4	25	Incomplete
16	NE	1	1	1	1	4	25	Incomplete
17	NH	1	1	1	1	4	25	Incomplete
18	NL	1	1	1	1	4	25	Incomplete
19	NA	1	1	1	1	4	25	Incomplete
20	RS	3	3	3	3	12	75	Complete
21	SA	2	2	2	2	8	50	Incomplete

22	SN	1	1	1	1	4	25	Incomplete
23	SI	1	1	1	1	4	25	Incomplete
24	TS	3	3	3	3	12	75	Complete
25	UH	1	1	1	1	4	25	Incomplete
26	UL	3	3	3	3	12	75	Complete
Total of all students' grade							699	
Total all of the students (n)							26	
The highest grade							75	
The lowest grade							25	
Average							36	

Source: The result grade of Speaking pre-test at VIII class of Mts Riyadlatul Ulum

Table 9

Note of Speaking Criteria Symbol

No.	Symbol	Criteria
1	P	Pronunciation
2	G	Grammar
3	V	Vocabulary
4	F	Fluency

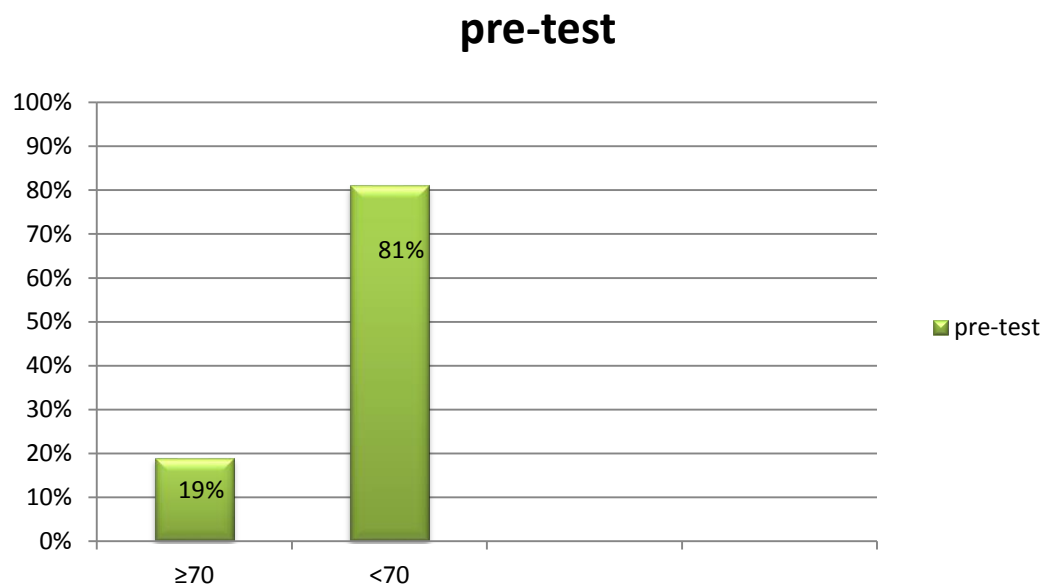
Table 10

Frequency of students' grade in Pre-test

No.	Grade	Frequencies	Percentage	Explanation
1	≥ 70	5	19%	Complete
2	< 70	21	81%	Incomplete
Total		26	100%	

Source: The result grade of Speaking pre-test at VIII class of Mts Riyadlatul Ulum

Figure 1
The Percentage of the Students' Grade in Pre-test



Based on the data above, it could be inferred that 21 students (81%) were not successful and 5 other students (19%) were successful. The successful students were those who got the minimum mastery criteria of English subject at MTs Riyadlatul Ulum least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 26, so the result was unsatisfied. Therefore, the researcher used Tic-Tac-Toe Game to increase the students' speaking performance.

1) Cycle I

a) 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' 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.

b) Acting

(1) The first meeting

The first meeting was conducted on february, 10th2020 at 09.00 until 10.30 and followed by 26 students. The meeting was started by praying, greeting and checking the attendance list. In this meeting the researcher was as a teacher and Mrs. Afif Azizah, S.Pd as the collaborator as well as an observer.

The researcher can organize the students into two groups, each group consist 13 students, one represents cross (x) and the another represents noughts (o). it can give the students the chance to work together. It can also help the weak students to share their strategy.

Researcher decides who will be the firs team, it can be started by tossing the coin. The first team (X) has a leader name is Muhamad Irfan and the second team (O) has a leader name is Okta Selvi, then the first team will be given a change to choose one of the phrases in the grid.

The teacher makes nine grids on the blackboard. Then, writes some words in it. Such as A, B,C,D,E,F,G,H,I, but behind the word there are several topics.

Then, the first team chooses the square it wants to play, e.g. “A”, and The team makes describe of the word. All members of the team should agree on the describe of the word. If the describe is correct, the square is filled with a nought, depending on the team the player comes from. If it is incorrect, another team is given a chance to say the describe. If there is not right answer, researcher gives some possible describe and she or he must shade the square.

The opponent team must try to block the another team from making the three in rows and put their symbol in the grid. But every team must try to have a line in three rows to have a win. To strengthen their result discussion the teacher gave some feedbacks and questions as needed to check their understanding about the topic had been taught. Before the time was up, the writer reminded the students to keep on learning at home and closed the meeting.

(2) The second meeting

The second meeting was conducted on februari, 12th 2020 at 09.00 until 10.30. for 2x45 minutes after the students has been given the action. The researcher began the lesson by

praying, greeting, checking attendance list and asking the students' condition.

Firstly, at the beginning of teaching learning process the writer began today's meeting by praying, greeting, checking attendance list and asking the condition of students. Afterwards, the researcher gave the students learning material about descriptive text. Then, the researcher instructed the students to make two groups same as the previous meeting. The researcher reviewed the lesson which had been taught in the previous session. The researcher gradually tried to transfer the responsibilities for the students to lead discussion but it did not fully taken by them. Meaning to say, it was not only the teacher who dominated the process but also the students spoke out and shared about the material. The next session was quite same as the previous meeting. Then, the end of this meeting the researcher gave post-test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was speaking test that asked the students to describe "kind of animal". The result of the students' test in post-test 1 was better than test in pre-test before.

Table 11
The Students' Grade of Post-test 1

No	Name	P	G	V	F	TOTAL POINT	TOTAL SCORE	CATEGORY
1	AD	3	2	3	2	10	63	Incomplete
2	AS	3	2	3	2	10	63	Incomplete
3	AB	3	2	3	2	10	63	Incomplete
4	AA	2	2	3	3	10	63	Incomplete
5	AN	2	2	3	3	10	63	Incomplete
6	DT	2	2	3	3	10	63	Incomplete
7	DH	3	2	4	3	12	75	Complete
8	JL	3	2	3	2	10	63	Incomplete
9	KU	3	3	4	3	13	81	Complete
10	LS	3	2	3	2	10	63	Incomplete
11	MM	3	2	3	3	11	69	Incomplete
12	MA	3	3	3	3	12	75	Complete
13	MF	2	2	3	3	10	63	Incomplete
14	MZ	2	2	3	3	10	63	Incomplete
15	NN	3	2	3	3	11	69	Incomplete
16	NE	3	3	4	3	13	81	Complete
17	NH	3	2	4	3	12	75	Complete
18	NL	3	2	3	2	10	63	Incomplete
19	NA	2	3	3	3	12	75	Complete
20	RS	3	3	3	3	12	75	Complete
21	SA	3	2	3	3	11	69	Incomplete
22	SN	3	3	3	3	12	75	Complete
23	SI	2	2	3	3	10	63	Incomplete
24	TS	3	3	3	3	12	75	Complete
25	UH	3	3	4	4	14	88	Complete
26	UL	3	3	3	3	12	75	Complete

Total of all students' grade	1.813	
Total all of the studets (n)	26	
The highest grade	88	
The lowest grade	63	
Average	70	

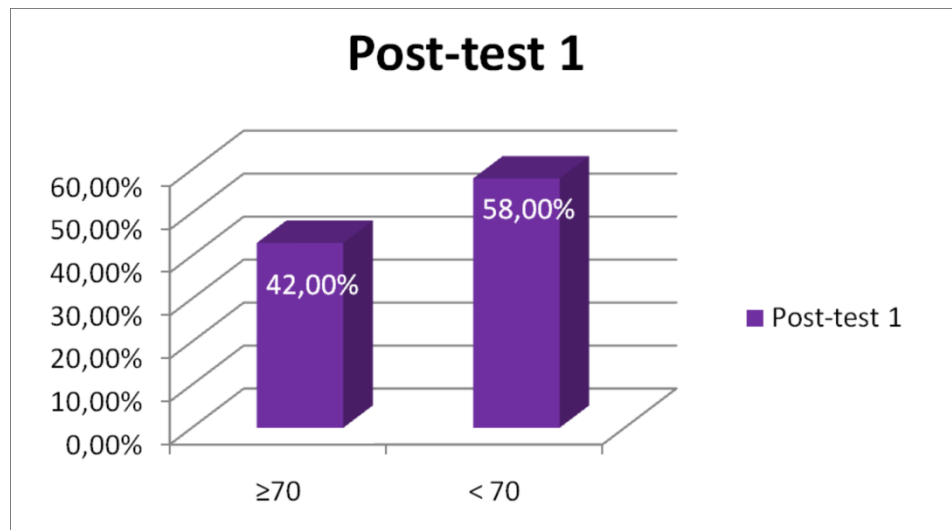
Table 12
Frequency of students' grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	11	42%	Complete
2	< 70	15	58%	Incomplete
	Total	26	100%	

Source: The result grade of speaking Post-test I at VIII class of MTs Riyadlatul Ulum.

Figure 2

The Percentage of the Students' Grade on Post-test 1



Based on the result above, it could be seen that 11 students (42%) got grade up to the standard and 15 students (58%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum

mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave speaking topic about "Borobudur Temple".

While the treatment was being executed, the student 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 meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 13

The Students' Learning Activity Observation in Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AD	√	-	√	√
2.	AS	√	√	-	√
3.	AB	√	-	√	√

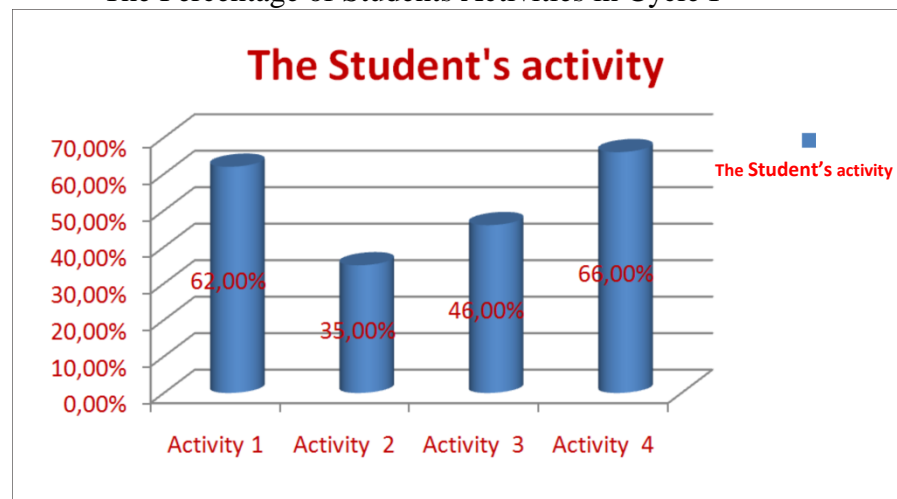
4.	AA	√	√	-	-
5.	AN	√	-	√	√
6.	DT	-	-	√	-
7.	DH	√	-	-	√
8.	JL	√	√	-	√
9.	KU	-	-	√	-
10.	LS	√	-	-	√
11.	MM	√	√	√	√
12.	MA	-	-	√	-
13.	MF	√	√	-	√
14.	MZ	-	-	√	-
15.	NN	√	-	-	√
16.	NE	-	√	-	-
17.	NH	-	-	√	√
18.	NL	√	-	-	√
19.	NA	√	√	-	-
20.	RS	√	-	√	√
21.	SA	-	-	-	√
22.	SN	√	-	-	-
23.	SI	-	-	√	√
24.	TS	-	√	-	-
25.	UH	√	-	√	√
26.	UL	-	√	-	√
→	TOTAL	16	9	12	17

Table 14
The Frequency Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	16	62%
2	The students' ask/answer question	9	35%
3	The students active in the class	12	46%
4	The students able do the task	17	66%
Total Students		26	

Source: The students' activity at the eleventh grade VIII Class of MTs Riyadlatul Ulum.

Figure 3
The Percentage of Students Activities in Cycle I



The table showed that not all the students' were active in learning process. There were 16 students (62 %) who gave attention to the teacher explanation. 9 students (35%) who asked answered question, 12 students who were active in the class (46%) 17 students (66 %) who are able to do the task.

d) Reflecting

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) that is 70 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 15

The Comparison Between Pre-test and Post-test I Grade in Cycle I

No.	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AD	25	63	38	Increased
2.	AS	31	63	32	Increased
3.	AB	25	63	38	Increased
4.	AA	25	63	38	Increased
5.	AN	25	63	38	Increased
6.	DT	25	63	38	Increased
7.	DH	25	75	50	Increased
8.	JL	25	63	38	Increased
9.	KU	25	81	56	Increased
10.	LS	25	63	38	Increased
11.	MM	38	69	31	Increased
12.	MA	25	75	50	Increased
13.	MF	31	63	32	Increased
14.	MZ	25	63	38	Increased
15.	NN	25	69	44	Increased

16.	NE	25	81	56	Increased
17.	NH	25	75	50	Increased
18.	NL	25	63	38	Increased
19.	NA	25	75	50	Increased
20.	RS	25	75	50	Increased
21	SA	38	69	31	Increased
22	SN	50	75	25	Increased
23	SI	25	63	38	Increased
24	TS	25	75	50	Increased
25	UH	25	88	63	Increased
26	UL	25	75	50	Increased
Total		682	1.813	1.138	
Average		26	70		
The highest grade		50	88		
The lowest grade		25	63		

Table 16

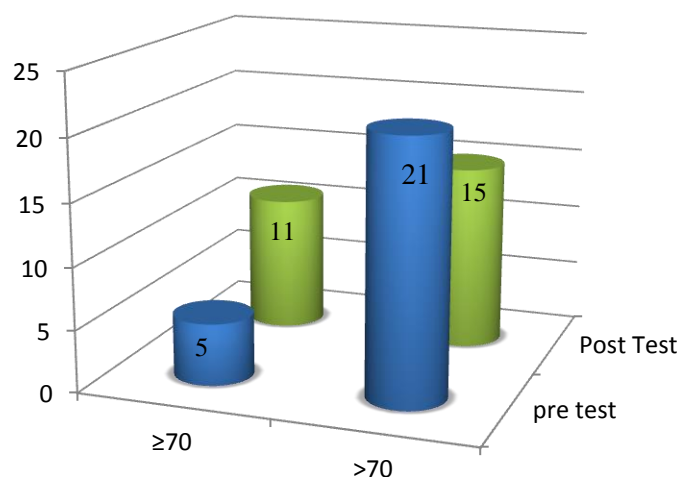
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	5	11	Complete
< 70	21	15	Incomplete
Total	26	26	

Then, the graph of comparison students' comparison speaking performance of pre-test and post-test I grade in cycle I could be seen as follow:

Figure 4

The Comparison of Percentage of the Students' Completeness Grade on
Pre-test and post-test I



The table and the graphic above, it could be inferred that 21 students (81%) were not successful and 5 other students (19%) were successful. The successful students were those who got the minimum mastery criteria at MTs Riyadlatul Ulum at least 70. Meanwhile, based on the graphic of pot-test 1, it could be seen that 11 students (42%) got grade up to the standard and 15 students (58%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

2) 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:

a) 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 speaking performance by the Tic-Tac-Toe game.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' 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.

b) Acting

(1) The first meeting

The first meeting was conducted on february 17th 2020 at 09.00 until 10.30 followed by 26 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. . Afterwards, the researcher

gave the students the learning material about reading descriptive text (profession).

The researcher can organize the students into two groups, each group consist 13 students, one represents cross (x) and the another represents noughts (o). it can give the students the chance to work together. It can also help the weak students to share their strategy.

Researcher decides who will be the first team, it can be started by tossing the coin. The first team (X) has a leader name is Muhamad Irfan and the second team (O) has a leader name is Okta Selvi, then the first team will be given a chance to choose one of the phrases in the grid.

The teacher makes nine grids on the blackboard. Then, writes some words in it. Such as A, B,C,D,E,F,G,H,I, but behind the word there are several topics.

Then, the first team chooses the square it wants to play, e.g. "A", and The team makes describe of the word. All members of the team should agree on the describe of the word. If the describe is correct, the square is filled with a nought, depending on the team the player comes from. If it is incorrect, another team is given a chance to say the describe. If there is not right answer, researcher gives some possible describe and she or he must shade the square.

The opponent team must try to block the another team from making the three in rows and put their symbol in the grid. But every team must try to have a line in three rows to have a win. To strengthen their result discussion the teacher gave some feedbacks and questions as needed to check their understanding about the topic had been taught. Before the time was up, the writer reminded the students to keep on learning at home and closed the meeting.

Next, the researcher introduced Tic-Tac-Toe game to the students. The researcher uses tic-tac-toe game based on the material and explains about the rules of the game. The students are divided into two teams, one represents nought (o) and the another represent cross (x). The researcher decides who will be the first team. For leader, it can be started by tossing the coin, The first team will be given a chance to choose one of the phrases, then the researcher makes nine grids on the blackboard. Then, writes some words in it in the grid, such as teacher, doctor, farmer, police, fishermen, traders, singer, architect and pilot. Then, the first team chooses the square it wants to play and The team makes describe of the word. All members of the team should agree on the describe, If the describe is correct, the square is filled with a nought or a cross, depending on the team the player comes from. If it is incorrect, another team is given a chance to say the describe. If there is not

right answer, teacher gives some possible describe and she or he must shade the square. The team has to choose a grid in vertical, diagonal, or horizontal line. 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. To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the writer reminds the students to keep on learning at home and closed the meeting.

(2) The second meeting

The second meeting was conducted on february 19th 2020. This meeting used to post-test II at the end of cycle II, for 2x45 minutes after the students given the action. In this meeting the writer was as a teacher and Mrs. Afif Azizah, S.Pd as the collaborator as well as an observer. The process on this meeting is quiet similar as the first meeting. The teacher reviewed the lesson which had been taught in the previous session. It was not only the teacher dominated in the process but also the students took the responsibility by speaking out and sharing about the text independently. Then, before the time was up the writer give a feedback to strengthen the students’ understanding. The researcher gave post-test 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 provided in table 13. There were 20 of 26 students got the grade under the minimum mastery criteria in Mts Riyadlatul Ulum.

Table 17

The Students' Post Test II grade

No	Students' Name	P	G	V	F	TOTAL POINT	TOTAL SCORE	CATEGORY
1.	AD	3	3	4	4	14	88	Complete
2.	AS	3	3	4	3	13	81	Complete
3.	AB	3	3	3	3	12	75	Complete
4.	AA	3	3	3	3	12	75	Complete
5.	AN	3	2	3	3	11	69	Incomplete
6.	DT	3	3	3	3	12	75	Complete
7.	DH	3	2	3	3	11	69	Incomplete
8.	JL	3	3	4	4	14	88	Complete
9.	KU	3	2	3	3	11	69	Incomplete
10.	LS	3	3	4	4	14	88	Complete
11.	MM	3	2	4	4	13	75	Complete
12.	MA	3	4	3	4	14	81	Complete
13.	MF	3	2	4	3	12	75	Complete
14.	MZ	4	3	3	4	14	88	Complete
15.	NN	2	4	4	3	13	81	Complete
16.	NE	3	4	3	3	13	81	Complete
17.	NH	4	3	3	3	13	81	Complete
18.	NL	2	3	3	3	11	69	Incomplete
19.	NA	4	3	3	2	12	75	Complete
20.	RS	3	4	2	3	12	75	Complete

21.	SA	3	3	2	3	11	69	Incomplete
22.	SN	3	3	3	4	13	81	Complete
23.	SI	3	3	3	3	12	75	Complete
24.	TS	2	4	3	2	11	69	Incomplete
25.	UH	3	4	2	3	12	75	Complete
26.	UL	3	4	3	3	13	81	Complete
Total of all students' grade							2.008	
Total all of the studets (n)							26	
The highest grade							88	
The lowest grade							69	
Average							77	

Source: The result grade of speaking post test II at VIII class of MTs RiyadlatulUlum.

Table 18

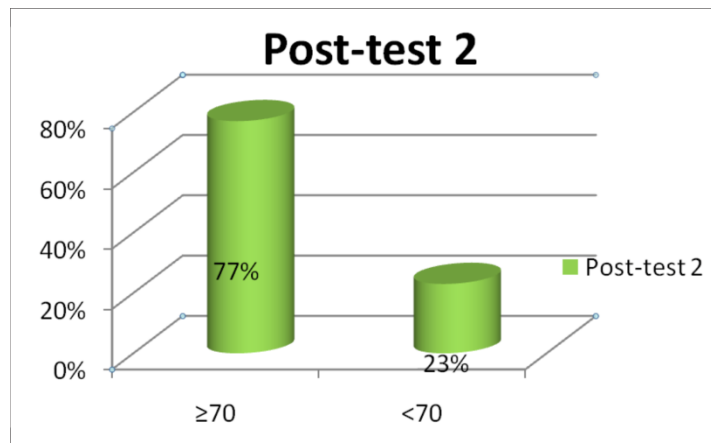
The Frequency of students' grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	20	77 %	Complete
2	< 70	6	23%	Uncomplete
	Total	26	100 %	

Source: The result grade of speaking post test II at VIII class of MTs Riyadlatul Ulum.

Figure 5

The Percentage of the Students' Grade in Post-test II



Based on the result above, it could be inferred that 20 students (77%) were successful and 6 other students (23%) were not successful. From the post test 2 results, the researcher got the average of 77 %. It was higher than post test 1 in cycle I.

c) 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' 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 grade of students' learning activities observation, as follow:

Table 19

The Students' Activity Result in Cycle II

No	Name	The observation Aspects			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AD	√	√	√	√
2.	AS	√	-	√	√
3.	AB	√	√	√	√
4.	AA	-	√	-	-
5.	AN	√	√	√	√
6.	DT	-	√	-	-
7.	DH	√	-	√	√
8.	JL	-	√	√	√
9.	KU	√	-	√	√
10.	LS	√	√	√	-
11.	MM	√	√	-	√
12.	MA	-	√	-	-
13.	MF	√	√	√	√
14.	MZ	√	√	√	√
15.	NN	√	√	-	√
16.	NE	√	√	-	√
17.	NH	√	-	-	√
18.	NL	√	√	√	√
19.	NA	√	√	-	√
20.	RS	√	-	√	-

21.	SA	√	√	√	√
22.	SN	√	√	√	√
23.	SI	√	-	√	√
24.	TS	√	√	-	-
25.	UH	√	√	√	√
26.	UL	√	-	-	√
Total		22	20	16	20

Table 20

The Frequency Students' Activity in Cycle II

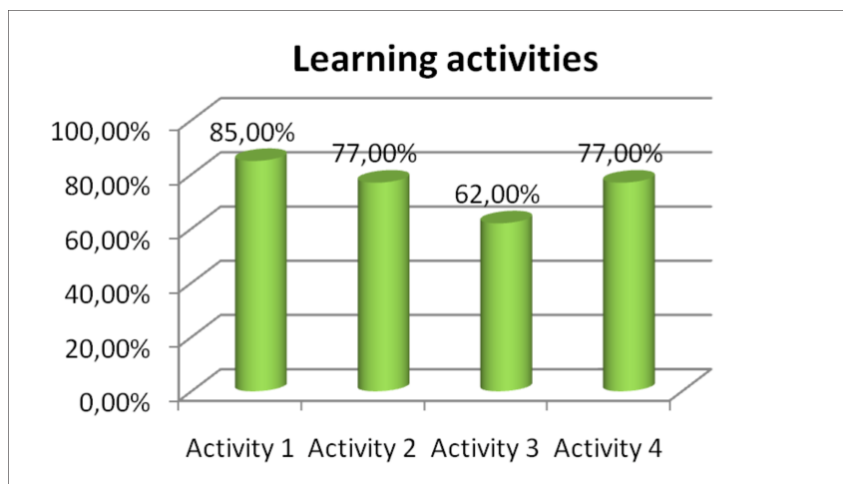
No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	22	85%
2	The students' ask/answer question	20	77%
3	The students active in the class	16	62%
4	The students able do the task	20	77%
The Average Percentage			75 %
Total Students		26	

Source: The students' speaking performance at the Eight grade of MTs Riyadlatul Ulum.

Furthermore, the graph of percentage students speaking performance in cycle II, as follow:

Figure 6

The Percentage of Students speaking performance in Cycle II



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 85%, then, the students ask/answer the question from the teacher 77% and the students active in the class 62%, and the last the students able do the task 77%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

d) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Tic-Tac-Toe game, the students speaking performance would increase.

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 21

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

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AD	63	88	25	Increased
2.	AS	63	81	18	Increased
3.	AB	63	75	12	Increased
4.	AA	63	75	12	Increased
5.	AN	63	69	6	Increased
6.	DT	63	75	12	Increased
7.	DH	75	69	-6	Declined
8.	JL	63	88	25	Increased
9.	KU	81	69	12	Increased
10.	LS	63	88	25	Increased
11.	MM	69	75	6	Increased
12.	MA	75	81	6	Increased
13.	MF	63	75	12	Increased
14.	MZ	63	88	25	Increased
15.	NN	69	81	12	Increased
16.	NE	81	81	0	Constant
17.	NH	75	81	6	Increased
18.	NL	63	69	6	Increased
19.	NA	75	75	0	Constant
20.	RS	75	75	0	Constant

21.	SA	69	69	0	Constant
22.	SN	75	81	6	Increased
23.	SI	63	75	12	Increased
24.	TS	75	69	-6	Declined
25.	UH	88	75	13	Increased
26.	UL	75	81	6	Increased
Total		1.813	2.008	245	
Average		70	77		
The highest grade		88	88		
The lowest grade		63	69		

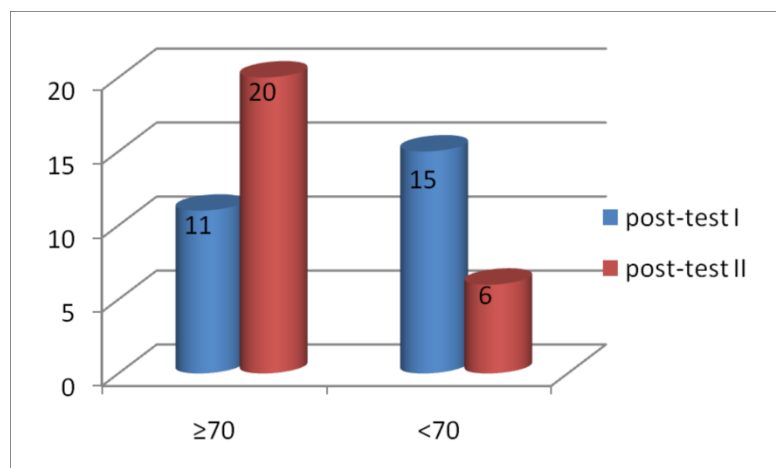
Table 22

The Comparison of Students' Grade in Post-test I and Post-Test II

Interval	Post-Test I	Post-Test II
≥ 70	11	20
< 70	15	6
Total	26	26

Then, the graph of students speaking performance post-test I and post-test II grade in cycle II could be seen as follow:

Figure 7
The Percentage of Comparison of Students' grade on
Post-test I and Post-test II



From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 11 students (42%) were successful and 19 other students (58%) were not successful. From the post test 2 results, the researcher got the average of 73 %. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 70. It indicated that the students' speaking performance was increase.

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 increase the students' speaking performance.

B. INTERPRETATION

Speaking would be easier to understanding when it is supported by the appropriate teaching strategy 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 speaking performance by using Tic-Tac-Toe can increase students' speaking performance. Carousel is a strategy that can be used to test the background information of the students or an analysis strategy to strengthen what the students already have by reflecting on subtopics within a broader subject material. In any subject area, this strategy can be used. It must be modified in order to be effective on a particular topic or subject. Therefore, it has proved that Carousel strategy could be an interesting strategy to teaching speaking performance.

1. Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 60 minutes. It was done on October 21st, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 26 students (100%) were not successful and 0 other students (0%) were successful.

The successful students were those who got the minimum mastery criteria at MTs Riyadlatul Ulum at least 70.

b. Result of Students Post- Test 1 Grade

In this research, to know the students speaking performance after implementing the treatment the researcher conducted the post- test I. It was done on October, 29nd 2019. based on the result of pot-test 1, it could be seen that 11 students (42%) got grade up to the standard and 15 students (58%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

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 fulfilled the MMC yet that was only 58% passed the MMC. The researcher presented the post- test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the from of speaking test which completed for 60 minutes. it could be seen that the grade of the students in post-test II was various. It could be inferred that 20 students (77%) were successful and 6 other students (23%) were not successful. From the post test 2 results, the researcher got the average of 77. It was higher than post test 1 in cycle I. It means that the indicator of success

of this research had been achieved that was $\geq 75\%$ students got grade 70. It indicated that the students' speaking performance was increase.

- d. 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 23

The Comparison of Speaking performance of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No.	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	25	63	88
2.	31	63	81
3.	25	63	75
4.	25	63	75
5.	25	63	69
6.	25	63	75
7.	25	75	69
8.	25	63	88
9.	25	81	69
10.	25	63	88
11.	38	69	75
12.	25	75	81

13.	31	63	75
14.	25	63	88
15.	25	69	81
16.	25	81	81
17.	25	75	81
18.	25	63	69
19.	25	75	75
20.	25	75	75
21	38	69	69
22	50	75	81
23	25	63	75
24	25	75	69
25	25	88	75
26	25	75	81
Total	682	1.813	2.008
Average	26	70	77

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 0 to 11 became 20. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

Table 24

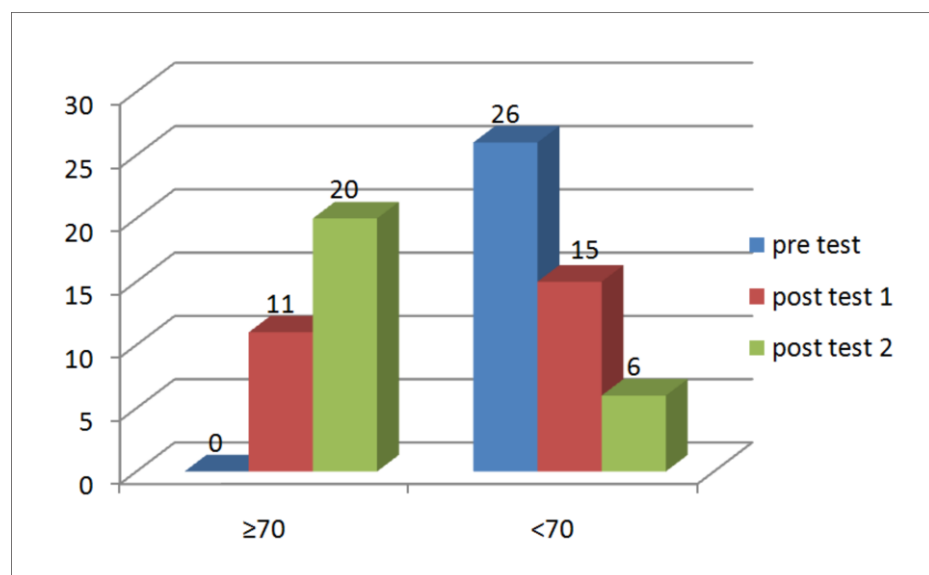
The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
≥ 70	0	11	20	Complete
< 70	26	15	6	Uncomplete
Total	26	26	26	

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 8

The Comparison Grade of Students Speaking performance in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I



Based on the graph above, it could be inferred that Tic-Tac-Toe game could increase the students' speaking performance. 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.

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

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement is as follows:

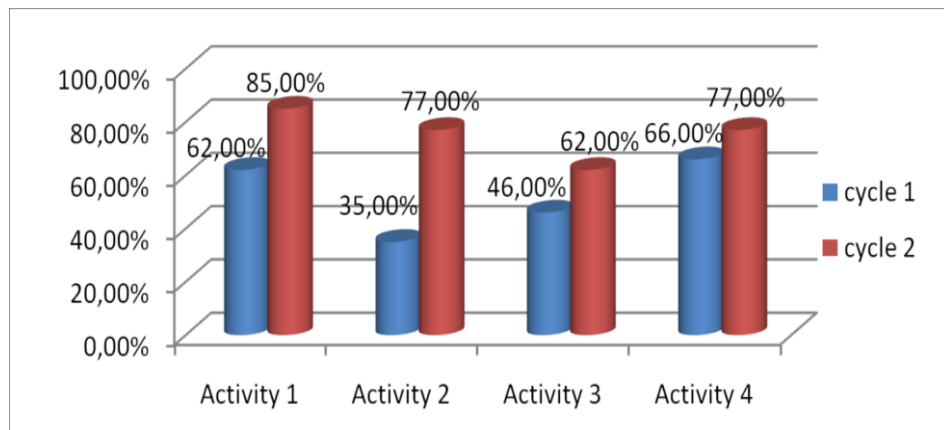
Table 25

The Presentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	16	62%	22	85%	Increased
2	The students' ask/answer question	9	35%	20	77 %	Increased
3	The students active in the class	12	46%	16	62 %	Increased
4	The students able do the task	17	66%	20	77%	Increased

Figure 9

Figure of Learning Activity in Cycle I and Cycle II



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

- a. The Students' pay 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 it was only 62% and in cycle II 85%, it is increase 23%.

- b. The students ask/answer 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 increase 42%, from cycle I 35% and cycle II 77%.

- c. The students' activeness in the class

The active students in class were increased. It could be seen on the cycle I 46% and cycle II also 62%, it increased 16%.

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 increasing in speaking performance when Tic-Tac-Toe game was applied in learning process from cycle I up to cycle II.

d. The students' ability in doing the task

The students who had done the task were increased. It could be seen on the cycle I 66% and cycle II 77%, it increased 11%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Tic-Tac-Toe game increase the students' in speaking performance. There was progress average grade from 25 to 70 and to 77.

Based on the result of pre-survey, it can be inferred that there was an increasing on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. The average grade in the pre-test was 26students' did not achieve the criteria (100%).

Moreover, in the post-test I there was 11 students or (42%) passed the test the indicator students get grade \geq 70 with average 70. Meanwhile, in the post-test II there was 20 students or (77%) passed the test the indicator students get grade \geq 70 with average 77. 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 got grade 70 was achieved.

C. DISCUSSION

1. Student Understanding to Speaking Performance

In teaching speaking performance to the students' of MTs Riyadlatul Ulum especially in students of VIII class, based on the pre survey there are some problems like some students have inadequate vocabulary mastery and explored their ideas in speaking performance. The researcher chose Tic-Tac-Toe game to increase the students' speaking performance.

The researcher used this strategy to organize students' idea and made students more active in speaking performance in learning English. Therefore, it is proved that the implementation of Tic-Tac-Toe game increases the students' learning activities using Tic-Tac-Toe game. Therefore, Tic-Tac-Toe game hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of Tic-Tac-Toe game could increase the students' in speaking performance. There is progress from the students gets grade ≥ 70 from pre-test 100% or 0 students, post-test I 42% or 11 students and post-test II become 77% or 20 students. It is inferred that there is increase on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. 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 got grade ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 62% become 85%, the students' ask/answer question from 35% become 77%, the students' activeness in the class from 46% become 62%, the students' able do the task from 66% become 77%. The result of students' activities in cycle I and cycle II, there is increase in students' learning activity.

2. The Reason of Students Difficulties of Speaking Performance

Based on the result of observations, the reason students' difficulties came from many factors, the students get difficulty in speaking performance. Besides that, the students have limited vocabulary. They do not know the meaning of the words and the students do not mastery in grammar.

3. The Solution To Overcome How TO Speaking Performance

The Solution to Overcome How to Speaking Performance There are several solutions to overcome how to Speaking Performance, namely:

- a. The role of parents. The role of parents is very dominant in shaping good student understanding performance, with the support of parents can make students' understanding better.
- b. The teacher also participates in helping students to understand a thing, and then the helping to correct students' mistakes in understanding something.

- c. Discussion or exchange ideas. The teacher might be able to create topics for students in the classroom or outside the classroom so students can understand things very well.

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 speaking performance could be increased through Tic-Tac-Toe game at the eighth graders of MTs Riyadlatul Ulum East Lampung, Tic-Tac-Toe game can increase speaking performance at the tenth graders of MTs Riyadlatul Ulum East Lampung. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' speaking performance got from post-test 2 of cycle 2 is 77%.

The result in cycle 2 become better then cycle 1, it means that the action influenced the students to get better achievement and batter score. Therefore, through Tic-Tac-Toe game can be effective technique and it can be use alternative way in teaching speaking, because it is very easy to be implemented and it is one of the interesting technique which is very closed to the students' learning activities. The students are involved actively in teaching learning process. It makes the students to be easier to learn speaking so it can increase the students speaking.

B. Suggestion

Based on the conclusion above, there are some suggetions intended to the increasement of teaching and learning process, as follows:

1. For English Teacher

- a. The teacher should prepare and select appropriate strategy and materials in order to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved.
- b. It is better for the teacher to use Carousel strategy in English learning especially in Speaking Performance.
- c. The teacher in order to give motivation for the students to be more active in learning process.

2. For the Students

It is suggested to the students in order to be more active in learning process in the class and improve their speaking performance so they can be successful in English learning.

3. For Headmaster

To support the Headmaster in order to support the English learning process by preparing the facilities of teaching and learning completely.

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SURAT KETERANGAN

Nomor : TBI-7.0013/PTF/11/2020

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Judul : Increasing Speaking Performance Through Tic-Tac-Toe Game Among The Eight Students of MTS Riyadlatul Ulum East Lampung

Penulis : Ina Kanifatul Mukasafah

NPM/Jurusan : 1501070177/TBI

No. Pemeriksaan : TS.07.0019

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Tingkat Kesamaan diseluruh artikel (Similarity Index) yaitu 16%

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Wassalamualaikum, Wr. Wb

Metro, 29 November 2020

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Tim Turnitin FTIK

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Mengetahui,
Metro
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	Teks fungsional pendek berupa: Undangan	<ol style="list-style-type: none"> Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" Mendengarkan undangan yang dibacakan oleh guru/teman membaca nyaring 	<ul style="list-style-type: none"> Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk 	Tes lisan	Membaca nyaring	Read the text aloud and clearly.	8 x 40 menit	<ol style="list-style-type: none"> Buku teks yang relevan Gambar terkait tema/topik Benda-benda sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat	5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks <i>descriptive/recount</i> 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks <i>descriptive/recount</i>	Melengkapi rumpang teks fungsional pendek Meyusun kata menjadi teks fungsional yang bermakna Menulis teks fungsional pendek	Tes tulis	Essay	1. Write simple sentences based on the situation given. 2. Write an invitation/ an announcement/ message based on the situation given.	8 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan
		1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i> Menyusun kalimat	Tes tulis	Completion	Complete the paragraph using the suitable words. Rearrange the following sentences	8 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar
		Kalimat acak		Tes tulis	Jumbled sentences			

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>		<ol style="list-style-type: none"> 1. Review ungkapan-ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia. 3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu. 5. Membuat draft teks deskriptif secara mandiri. <p>Mengekspos teks <i>descriptive</i> yang ditulis di kelas</p>	<p>menjadi teks yang bermakna dalam bentuk <i>descriptive</i></p> <p>Menulis teks essai dalam bentuk <i>descriptive</i></p>	Tes tulis	Essay	<p>correctly.</p> <ul style="list-style-type: none"> • Write an essay describing something or a certain place. 		

English Teacher



Afif Azizah, S.Pd

Bumiharjo, Februari 2020
Researcher



Ina Kanifatul Mukasafah
NPM: 1501070177

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Riyadlatul Ulum
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/ Genap
 Materi Pokok : Descriptive Text
 Alokasi Waktu : 2 x 2JP

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks descriptive, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks descriptive . Menemukan tokoh utama dan karakternya dalam teks descriptive beserta pesan moral terkait.

	<ul style="list-style-type: none"> • Menjelaskan generic structures dan fungsi teks
4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	<ul style="list-style-type: none"> • Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana. • Menjawab pertanyaan berdasarkan teks naratif dengan struktur kebahasaan yang benar.

C. Tujuan Pembelajaran

Siswa terampil memahami, menyatakan, dan menanyakan teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, untuk melaksanakan komunikasi transaksional dan fungsional dengan guru dan teman, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks, secara jujur, disiplin, percaya diri, bertanggung jawab, peduli, kerjasama, dan cinta damai.

D. Materi Pembelajaran

- *Topik*

Descriptive text (fruits)

1. Mango is a favourite fruit that makes people want to eat it again and again. Mango or in Indonesia called with pelem is a name of the fruit and also white the tree. Mango is from area that is border india with Burma that now called with Myanmar.
2. Durian is the name of tropical plants originating from the region of southeast asia, as well as the name of the fruit that can bee eaten. This name is derived from the characteristic skin of his fruit is hard and sharp curves that resemble of thorn. The popular title is king of fruits.
3. Rambutan fruit is produced from the plant nephelium lappaceum, still a family whit longan, lychee and matoa. Rambutan means hairy fruit. The name corresponds to the shape of the fruit skin which is overgrown with fine spies resembling feather.

E. Metode Pembelajaran

Tic-Tac-Toe

F. Media, Alat dan Sumber Pembelajaran

1. Media

- Worksheet atau lembar kerja (peserta didik).
- Lembar penilaian

2. Alat

- Marker, papan tulis.
- Laptop

3. Sumber Belajar

- Buku Wajib Siswa SMP Kelas VIII
- Text yang berkaitan dengan descriptive text.

G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	1. memberi salam kepada siswa, 2. memeriksa kehadiran siswa. 3. menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	Pertemuan 1 Mengamati: 1. Guru membimbing siswa untuk mengamati contoh descriptive text. Mempertanyakan: 1. Guru membimbing siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh tersebut.. Mengeksplorasi: 1. Guru menjelaskan struktur teks dalam descriptive text. Mengasosiasi: 1. Guru meminta siswa untuk menganalisis text descriptive. Mengkomunikasikan:	60 menit

	<p>1. Guru meminta siswa untuk menyampaikan hasil analisis mereka.</p> <p>Pertemuan 2</p> <p>Mengamati:</p> <p>1. Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh fabel tersebut.</p> <p>Mempertanyakan:</p> <p>1. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh tersebut.</p> <p>Mengeksplorasi:</p> <p>1. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam mendeskripsikan.</p> <p>Mengasosiasi:</p> <p>1. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam mendeskripsikan cerita tersebut.</p> <p>Mengkomunikasikan:</p> <p>1. Guru meminta siswa untuk menyampaikan hasil analisis mereka.</p>	
Penutup	<p>1. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari.</p> <p>2. Guru menanyakan kepada siswa tentang materi hari ini.</p> <p>3. Guru menutup kelas dan memberi salam kepada siswa.</p>	10 menit

H. Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 75	Complete
< 75	Incomplete

2. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks narrative	Teks tertulis	speaking
Menemukan informasi yang terdapat dalam teks narrative	Teks tertulis	speaking
Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks tertulis	Speaking

Collaborator



Afif Azizah, S.Pd

Bumiharjo, Februarii 2020

Researcher



Ina Kanifatul Mukasafah

NPM: 1501070177

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Riyadlatul Ulum
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/ Genap
 Materi Pokok : Descriptive Text
 Alokasi Waktu : 2 x 2JP

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks descriptive, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks descriptive . Menemukan tokoh utama dan karakternya dalam teks descriptive beserta pesan moral terkait.

5. Ucapan, tekanan kata, intonasi
6. Ejaan dan tanda baca
7. Tulisan tangan.

- **Topik**

- **Descriptive text (animal)**

1. Caw is a animal that has many purposes for human life. We can eat the meat of cow and drink milk. Cow is a animal that enter in many story, the example story that used cow animal as a figure is in gozu horror story.
2. The cat is a pet animal. It is a pretty animal. It has a lovely round face. It has four legs, two ears, two eyes and a tail. Its body is covered with soft fur. Cats are different colours. It has sharp teeth and sharp claws. It has sharp teeth and sharp claws.
3. Elephants are the largest land animal in the world, they are from asia and Africa, they are herbivores. They eat grass, leaves, branches and fruit. An elephant has big body with four legs.it has large but thin ears and small eyes.

E. Metode Pembelajaran

- **Tic-Tac-Toe**

F. Media, Alat dan Sumber Pembelajaran

1. Media

- Worksheet atau lembar kerja (peserta didik).
- Lembar penilaian

2. Alat

- Marker, papan tulis.
- Laptop

3. Sumber Belajar

- Buku Wajib Siswa SMP Kelas VIII
- Text yang berkaitan dengan descriptiveve text.

G. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	1. memberi salam kepada siswa, 2. memeriksa kehadiran siswa. 3. menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 menit
Inti	Pertemuan 1	60 menit

	<p>Mengamati:</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa untuk mengamati contoh descriptive text. <p>Mempertanyakan:</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh tersebut.. <p>Mengeksplorasi:</p> <ol style="list-style-type: none"> 1. Guru menjelaskan struktur teks dalam descriptive text. <p>Mengasosiasi:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menganalisis text descriptive. <p>Mengkomunikasikan:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menyampaikan hasil analisis mereka. <p>Pertemuan 2</p> <p>Mengamati:</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh fabel tersebut. <p>Mempertanyakan:</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh tersebut. <p>Mengeksplorasi:</p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam mendeskripsikan. 	
--	--	--

	<p>Mengasosiasi:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam mendeskripsikan cerita tersebut. <p>Mengkomunikasikan:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menyampaikan hasil analisis mereka. 	
Penutup	<ol style="list-style-type: none"> 1. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari. 2. Guru menanyakan kepada siswa tentang materi hari ini. 3. Guru menutup kelas dan memberi salam kepada siswa. 	10 menit

H. Instrument Penilaian

1. Standard of Assessment:

Score	Explanation
≥ 75	Complete
< 75	Incomplete

2. English Score

Indikator Pencapaian Kompetensi	Teknik Penilaian	Instrumen
Menangkap makna teks narrative	Teks tertulis	Speak
Menemukan informasi yang terdapat dalam teks narrative	Teks tertulis	Speak
Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan	Teks tertulis	Speak

sesuai konteks		
----------------	--	--

Collaborator



Afif Azizah, S.Pd

Bumiharjo, Februari 2020
Researcher



Ina Kanifatul Mukasafah
NPM: 1501070177

Pre-test

APPLE

Apple is a fruit that picked from a tree, sometimes apple can tasted sweet even sour, apple is a red type of fruit, apple has a trunk and the shape of apple is very unique, it is small. Apple contains vitamin A and vitamin C ,apple is good fruit to get consumed by every human, apple is very healthy four our body.

Post-test cycle I

BOROBUDOR TAMPLE

Borobudur temple is a temple which became a pride of Indonesia people because it is ever been included into the 7 wonders of the world. It also becomes the largest buddhist temple in the world. this temple is located in java, borobudur village, magelang, central java, Indonesia.

Post-test cycle II

- Plies describe about your family or friends such us father, mother , sister or brother.

FIELD NOTE

Cycle		Note Students' Attitude
Cycle I	1 st Meeting (Februari 10 th 2020)	<ol style="list-style-type: none"> 1. Most of the students still confused in following the Tic-Tac-Toe Game in learning process 2. Most of the students were not active in the learning process 3. Most of students were difficult to speaking 4. Some students did not give attention while gave the treatment.
	2 nd Meeting (Februari 12 th 2020)	<ol style="list-style-type: none"> 1. Some of the students began interested in following the Tic-Tac-Toe Game in the learning process 2. Some of students were getting active in the learning process 3. Some students were getting easy to speaking performance in class 4. Some students could give attention while gave the treatment.
Cycle II	1 st Meeting (Februari 17 th 2020)	<ol style="list-style-type: none"> 1. Some students were enjoyed following the Tic-Tac-Toe Game 2. Most of the students were active in the learning process 3. The students were easier to speaking 4. Most of the students could give attention and enthusiastic about the new technique that was given by the researcher
	2 nd Meeting (februari 19 th 2020)	<ol style="list-style-type: none"> 1. Most of students were more active in following the Tic-Tac-Toe Game in learning process 2. Most of the students enjoyed the new technique 3. Most of students were easy to speaking 4. Most of the students enthusiastic to apply the Tic-Tac-Toe Game to increase speaking performance

Teacher



Afif Azizah, S.Pd

Bumiharjo, Februari 2020
Researcher



Ina Kanifatul Mukasafah
NPM: 1501070177

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 1

Subject : English

Class : VIII

Material : Descriptive Text

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AD	√	-	√	√
2.	AS	√	√	-	√
3.	AB	√	-	√	√
4.	AA	√	√	-	-
5.	AN	√	-	√	√
6.	DT	-	-	√	-
7.	DH	√	-	-	√
8.	JL	√	√	-	√
9.	KU	-	-	√	-
10.	LS	√	-	-	√
11.	MM	√	√	√	√
12.	MA	-	-	√	-
13.	MF	√	√	-	√
14.	MZ	-	-	√	-
15.	NN	√	-	-	√
16.	NE	-	√	-	-
17.	NH	-	-	√	√
18.	NL	√	-	-	√
19.	NA	√	√	-	-
20.	RS	√	-	√	√
21.	SA	-	-	-	√
22.	SN	√	-	-	-

23.	SI	-	-	√	√
24.	TS	-	√	-	-
25.	UH	√	-	√	√
26.	UL	-	√	-	√
→	TOTAL	16	9	12	17

Direction:

1. Give a tick (√) for the active students
2. Let it empty for inactive students

Collaborator (English Teacher)

Afif Azizah, S.Pd**Researcher**

Ina Kanifatul Mukasafah
1501070177

OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE II

Subject : English
Class : VIII
Material : Descriptive Text

No	Name	The observation Aspects			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AD	√	√	√	√
2.	AS	√	-	√	√
3.	AB	√	√	√	√
4.	AA	-	√	-	-
5.	AN	√	√	√	√
6.	DT	-	√	-	-
7.	DH	√	-	√	√
8.	JL	-	√	√	√
9.	KU	√	-	√	√
10.	LS	√	√	√	-
11.	MM	√	√	-	√
12.	MA	-	√	-	-
13.	MF	√	√	√	√
14.	MZ	√	√	√	√
15.	NN	√	√	-	√
16.	NE	√	√	-	√
17.	NH	√	-	-	√
18.	NL	√	√	√	√
19.	NA	√	√	-	√
20.	RS	√	-	√	-
21.	SA	√	√	√	√

22.	SN	√	√	√	√
23.	SI	√	-	√	√
24.	TS	√	√	-	-
25.	UH	√	√	√	√
26.	UL	√	-	-	√
Total		22	20	16	20

Direction:

3. Give a tick (√) for the active students
4. Let it empty for inactive students

Collaborator (English Teacher)

Afif Azizah, S.Pd**Researcher**

Ina Kanifatul Mukasafah
1501070177

DOCUMENTATION







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : Ina Kanifatul Mukasafah

Fakultas/Jurusan : TBI

NPM : 1501070177

Semester/TA : XI/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 12/09/2019		✓	Revise Chapter I-III - Make sure what kinds of research will you do	
2	Thursday 03/09/2019		✓	- Revise your Quotation - Research method - Show Reference	
3.	Thursday 15/10/2019		✓	Show Reference again	
B	Thursday 17/10/2019		✓	Acc and continue to the first sponsor	

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M. Hum
NIP. 19760814 200912 2004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nama : INA KANIFATUL MUKASAFAH

Fakultas/Jurusan : TBI

NPM : 1501070177

Semester/TA : X/ 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 23/Jan 2019		✓	Aec Keresach Instrument	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M. Hum
NIP. 19760814 200912 2004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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IAIN METRO

Nama : INA KANIFATUL MUKASAFAH

Fakultas/Jurusan : TBI

NPM : 1501070177

Semester/TA : XI / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	30 Juni 2020		✓	- Revisi abstrak - Revisi table - Revisi Problem formulation	
2.	7 Juli 2020		✓	- Revisi abstrak - Revisi bab V	
3.	14 Juli 2020		✓	Revisi problem formulation	
4.	21 Juli 2020		✓	- ACC munawaroh	
5	25/08/2020		✓	Acc and confirm to the first sponsor	

Mengetahui :
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M. Hum
 NIP. 19760814 200912 2004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Ina Kanifatul Mukasafah
 NPM : 1501070177

Jurusan : TBI
 Semester : IX / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	21/10 2019	✓		Revisi Footnote & Bibliography	
2	29/10 2019	✓		Revisi Chapter I	
3	28/10 2019	✓		Revisi Chapter II	
4	4/11 2019	✓		Revisi Chapter III	
5	8/11 2019	✓		Acc Seminar	

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing I,

Drs. Kuryani Utih, M.Pd
 NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ina Kanifatul Mukasafah
 NPM : 1501070177

Jurusan : TBI
 Semester : X / 2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	23/01/2020	✓		Rubrik penilai Spelling - Obs. guidance - Doc. Assessment	Ch
2	30/01/2020	✓		Acc IPD	Ch

Mengetahui,
 Ketua Jurusan TBI

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

Dosen Pembimbing I,

Drs. Kuryani, M.Pd
 NIP. 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : INA KANIFATUL MUKASAFAH

Fakultas/Jurusan : TBI

NPM : 1501070177

Semester/TA : XI / 2020

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	27/07 2020	✓		- Revisi keadaan fasilitas Pembelajaran dan denah lokasi	
2.	03/08 2020	✓		- Revisi Discussion (why, what, how)	
3.	05/08 2020	✓		- ACC Munasosal	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 196202151995031 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-2963/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS RIYADHOTUL 'ULUM
di-

Tempat

Assalamu'alaikum Wr. Wb.


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

Nama : **INA KANIFATUL MUKASAFAH**
NPM : 1501070177
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **INCREASING STUDENTS SPEAKING PERFORMANCE
THROUGH TIC-TEC-TOEGAMES AT THE EIGHT GRADE AT MTS
RIYADHOTUL 'ULUM IN THE ACADEMIC YEAR OF 2018/2019**

untuk melakukan *pra-survey* di MTS RIYADHOTUL 'ULUM.

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 September 2019
Ketua Jurusan
Pendidikan Bahasa Inggris

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





KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR

YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM

AKTE NOTARIS DIDIK MARYONO, S.H., M.Kn NO: No. 04 18 November 2015

SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015

MADRASAH TSANAWIYAH RIYADLATUL 'ULUM

NSM : 121218070099 NPSN : 69975793

Alamat : Jl. Pondok Pesantren Bumiharjo 39 B Batanghari Kabupaten Lampung Timur. Kode Pos 34381 CP. 082183603389-085669617145

Surat Keterangan

Nomor : 088/14.RU/S.ket.Ps/MTs.RU/Bt/IX/2019

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawiyah Riyadlatul 'ulum menerangkan bahwa :

Nama : Ina Kanifatul Mukasafah
 NPM : 1501070177
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Pendidikan Bahasa Inggris

Berdasarkan surat Nomor : B-2963/In.28.1/J/TL.00/09/2019, tertanggal 20 September 2019. Perihal Izin Prasurvey lapangan, mahasiswa tersebut di atas telah bebar-benar melaksanakan Prasurvey di Madrasah Tsanawiyah Riyadlatul Ulum.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan sebagai mana mestinya.

Bumiharjo, 27 September 2019

Kepala Madrasah



Rahmad Setya Dharmawan, S.Pd.I



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-4329 /In.28.1/J/PP.00.9/12/2019

12 Desember 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Ina Kanifatul Mukasafah
NPM : 1501070177
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Increasing Speaking Performance Through Tic-Tac-Toe Game Among The Eighth Students Of MTs Riyadlatul Ulum Batanghari East Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Sudhan Roza, M.Pd
NIP. 19750610 2008011014



**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

Nomor : B-0468/In.28/D.1/TL.00/02/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS RIYADLATUL ULUM
BATANGHARI EAST LAMPUNG

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0467/In.28/D.1/TL.01/02/2020,
tanggal 03 Februari 2020 atas nama saudara:

Nama : **INA KANIFATUL MUKASAFAH**
NPM : 1501070177
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS RIYADLATUL ULUM BATANGHARI EAST LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING SPEAKING PERFORMANCE THROUGH TIC-TAC-TOE GAME AMONG THE EIGHT STUDENTS OF MTs RIYADLATUL ULUM BATANGHARI EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Februari 2020

Wakil Dekan I,



Dra. Isti Fatonah MA

NIP. 19670531 199303 2 003



**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

SURAT TUGAS

Nomor: B-0467/In.28/D.1/TL.01/02/2020

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

Nama : **INA KANIFATUL MUKASAFAH**
NPM : 1501070177
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS RIYADLATUL ULUM BATANGHARI EAST LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING SPEAKING PERFORMANCE THROUGH TIC-TAC-TOE GAME AMONG THE EIGHT STUDENTS OF MTs RIYADLATUL ULUM BATANGHARI EAST LAMPUNG".
 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
[Signature]
Abdul Chopoerurrohm, s.p.d.

Dikeluarkan di : Metro
Pada Tanggal : 03 Februari 2020

Wakil Dekan I,

[Signature]

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR

YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM

AKTE NOTARIS DIDIK MARYONO, S.H., M.Kn NO: No. 04 18 November 2015

SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015

MADRASAH TSANAWIYAH RIYADLATUL 'ULUM

NSM : 121218070099 NPSN : 69975793

Alamat : Jl.Pondok Pesantren Bumiharjo 39B. Batanghari Kabupaten Lampung Timur.Kode Pos 34381 CP. 082183603389 - 085669617145

SURAT KETERANGAN RESEARCH


Nomor : 233/14.RU/MTs.RU.621/Riset/II/2020

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawaiyah Riyadlatul 'ulum menerangkan bahwa :

Nama : **INA KANIFATUL MUKASAFAH**
 NPM : 1501070177
 Jurusan/Prodi : Pendidikan Bahasa Inggris
 Judul Skripsi : **"INCREASING SPEAKING PERFORMANCE THROUGH TIC-TAC-TOE GAME AMONG THE EIGHT STUDENTS OF MTs RIYADLATUL 'ULUM BUMIHARJO BATANGHARI EAST LAMPUNG"**

Berdasarkan surat Nomor : **B-0467/In.28/D.1/TL.01/02/2020**, tertanggal 10 Februari - 19 Februari 2020 Perihal: Izin Research (Izin Riset), mahasiswa tersebut di atas telah bebarbenar melaksanakan **Riset** di Madrasah Tsanawiyah Riyadlatul Ulum sesuai dengan prosedur yang telah ditentukan.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan sebagai mana mestinya.

Bumiharjo, 19 Februari 2020
 Kepala Madrasah

Rahmad Setya Dharmawan, S.Pd.I

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Ira Kanifatu Mukasafah

NPM. : 1501070177

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul Qualitative Research in Education focus and
methods

Metro,
Ketua jurusan TBI


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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Ira Kanifatu Mukasafah

NPM. : 1501070177

Fakultas : Tarbiyah

Jurusan : TBI

Angkatan : 2015

Telah menyerahkan buku berjudul Qualitative Research in Education focus and
methods

Metro,
Ketua jurusan TBI


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



**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-77/ln.28/S/U.1/OT.01/01/2020**

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

Nama : INA KANIFATUL MUKASAFAH
NPM : 1501070177
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070177.

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, 10 Januari 2020
Kepala Perpustakaan

Drs. Mokharidi Sudin, M.Pd.
NIP. 195808311981031001

CURRICULUM VITAE



Researcher is the second daughter of happy couple, her father is Nurhadi and her mother is Siti Khomsatun. She was born in Pagar Gading, on January 1 1997 and then she is given name Ina Kanifatul Mukasafah

She was an elementary school student at state Elementary school Darul Falah, at 2008. She registered in State Junior high School MTs Darul Falah at 2008 and graduated in 2011. She continued her study in MA Plus Walisongo and graduate in 2014.

In 2015 she was registered in IAIN Metro as an S1 student of English Education Study Program.