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## Improving The Eleventh Grade Students Mastery of Simple Past Tense Through Tic-Tac-Toe Game at MA NU Banat Kudus

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### Info Artikel

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### Abstract

*This research design was a classroom action research, with the aim 1) to find out the implementation of Tic-Tac-Toe Game at the eleventh grade students of MA NU Banat Kudus; 2) to find out the improvement of Tic-Tac-Toe Game at the eleventh grade students of MA NU Banat Kudus.*

*This research conducted at MA NU Banat Kudus, involving 35 students of class XI BB (Bahasa dan Budaya) as research participants. Data collection techniques are observation, field notes and grammar written test. The qualitative and quantitative data utilized in this study were analyzed separately.*

*The findings showed that based on observation checklist and field note (i) the implementation of Tic-Tac-Toe game was not good in cycle 1. Meanwhile, in cycle 2 the implementation of Tic-Tac-Toe game in teaching simple past tense was good and the students involvement reached the target with 70% percent in first meeting and 80% in second meeting. (ii) based on the tests, the class percentage which passed KKM increased from 20% in pre-test with the mean score 67.14 to 44% in post-test of cycle 1 with the mean score 75.58 and finally increased to 76.47% with the mean score 82.05 in post-test of cycle 2.*

### Abstrak

Desain penelitian ini adalah penelitian tindakan kelas, dengan tujuan 1) untuk mengetahui penerapan Permainan Tic-Tac-Toe pada siswa kelas XI MA NU Banat Kudus; 2) untuk mengetahui peningkatan Permainan Tic-Tac-Toe pada siswa kelas XI MA NU Banat Kudus.

Penelitian ini dilaksanakan di MA NU Banat Kudus dengan melibatkan 35 siswa kelas XI BB (Bahasa dan Budaya) sebagai partisipan penelitian. Teknik pengumpulan datanya adalah observasi, catatan lapangan dan tes tulis tata bahasa. Data kualitatif dan kuantitatif yang digunakan dalam penelitian ini dianalisis secara terpisah.

Temuan menunjukkan bahwa berdasarkan checklist observasi dan catatan lapangan (i) penerapan permainan Tic-Tac-Toe kurang baik pada siklus 1. Sedangkan pada siklus 2 penerapan permainan Tic-Tac-Toe dalam pembelajaran simple past tense adalah baik dan keterlibatan siswa mencapai target yaitu 70% persen pada pertemuan pertama dan 80% pada pertemuan kedua. (ii) berdasarkan tes, persentase kelas yang tuntas KKM meningkat dari 20% pada pre-test dengan nilai rata-rata 67,14 menjadi 44% pada post-test siklus 1 dengan nilai rata-rata 75,58 dan akhirnya meningkat menjadi 76,47% dengan nilai rata-rata 75,58. skor rata-rata 82,05 pada post-test siklus 2.

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## INTRODUCTION

English as a language has evolved into a very powerful and global language. English takes an important roles in communication as a medium to communicate with other in various countries (Fatmawati, 2020). Taking into consideration about the importance of the English language, our government has established standards for students' proficiency in English as a foreign language at any grade, from elementary school up to university. In learning English, students should master four skills. They are speaking, listening, reading and writing. Students should learn the language components in addition to the four skills. The language components are vocabulary, pronunciation and grammar. Grammar is a description of the way language works. It is the basic rule of language. According to Burns as quoted by Nuraini (2022), grammar is basically about the systems and patterns that people use to select and combine words.

Grammar is a description of how language worked. It is the fundamental rule of language. According to Burns as quoted by Nuraini (2022), grammar is basically about the systems and patterns that people use to select and combine words. Systems and patterns in grammar are important to be able to compose sentences that are easy to understand. Argawati (2017) states that English is not dealing only on vocabulary but also grammar. It means that grammar is something which cannot be ignored on learning English. Moreover, Ikrima (2020) states grammar is very important in learning and using languages so that using correct grammar will indicate clearly what the writer says.

Tenses are the basic grammar concepts taught to students in junior and senior high school. As the basic of grammar, the word tense defined as the verb form that shows the time of the action or state; present, past and future (Oxford Learner's Dictionary:458). The researcher focused on simple past tense mastery in this study. It is because the simple past tense appears in students' learning materials, especially at the senior high school level. Based on the class observation and students' interview at MA NU Banat Kudus, the researcher discovered that many students at eleventh grade still had difficulties in mastering grammar, especially in simple past tense. The students frequently believed that mastering the simple past tense was difficult and challenging. They were still confused to differentiate between nominal and verbal sentence (positive, negative and interrogative sentence. The passing grade (KKM)

of English subject was 80, but less than 35% from the students could reach the target.

Another problem was that students did not pay much attention when applying verb II in the sentence, both regular verb and irregular verb. Since the infinitive verb also has the rule of the changing verb, some students find it confusing to convert it to the past simple. This made the students to be afraid and they were not motivated to study. Another cause of the difficulties faced by the students may be the teaching technique which is not interesting. Since learning technique must be used, issues at MA NU Banat Kudus must be resolved. The author suggests using *Tic-Tac-Toe* game as a technique that will probably improve students' mastery on simple past tense (Mufidah: 2015). In line with Mufidah, Sari (2019) states the use of *Tic-Tac-Toe* game was effective for improving the students' vocabulary. And Chalim (2010) also conducted the similar research focusing in the implementation of *Tic-Tac-Toe* Game. The study revealed that the use of *Tic-Tac-Toe* Game can help students solve their difficulties to distinguish the verb 1 and verb 2.

Moreover, Agustia and Amri (2013), *Tic-Tac-Toe* game 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. So the objectives of the study are to describe the implementation of *Tic-Tac-Toe* Game and measure the improvement of students' mastery on simple past tense of the eleventh grade students of MA NU Banat Kudus.

The aim of this research 1) to find out the implementation of *Tic-Tac-Toe* Game at the eleventh grade students of MA NU Banat Kudus; 2) to find out the improvement of *Tic-Tac-Toe* Game at the eleventh grade students of MA NU Banat Kudus.

## RESEARCH METHOD

This research design was a classroom action research uses the Kemmis and Taggart (Aliyyah, 2019) model consisting of two cycles, and each cycle is divided in 4 stages, namely: (1) planning, (2) action, (3) observation, and (4) reflection. The participants were 35 students of class XI BB at MA NU Banat Kudus.

The data collection instruments in this study were: (1) observation, (2) field notes, and (3) grammar written test. Observation and field note were conducted to obtain information about the implementation and students' involvement in

teaching learning process using *Tic-Tac-Toe* game. A grammar written test was conducted to determine the effectiveness of using *Tic-Tac-Toe* game to improve students' mastery on simple past tense.

Results from field notes, observation checklists and grammar scores were used to analyze the data. The author use both qualitative and quantitative descriptive analysis to analyze the data. Observation checklist and field note data were used to examine qualitative information. Meanwhile, grammar written tests were used to examine quantitative information. To see the variations between Cycles 1 and 2, each cycle was compared. Finally, because of carrying out the analysis required by qualitative and quantitative research, the authors determine " the implementation of *Tic-Tac-Toe* game at the eleventh grade students at MA NU Banat Kudus and the improvement of students' mastery on simple past tense after being taught by using *Tic-Tac-Toe* game".

## FINDING AND DISCUSSION

### Cycle 1

#### Students' Involvement

Observation checklist showed that only 55% students who had good participation in the classroom in the first meeting and 60% in second meeting in cycle 1. It can be concluded that the implementation of *Tic-Tac-Toe* game in cycle 1 was good.

**Table 1.** Students' Involvement in Cycle 1

Meeting	Percentage	Categorization
1	55%	Good participation
2	60%	Good participation

#### Improvement Of Students' Mastery

The result of pre-test showed that the mean scores of students was 67.14. In addition , there were only seven students who passed the KKM (80) with the percentage 20% from the total number of the students. The highest score was 95 and the lowest score was 30. From the result of the post-test in cycle 1, it was found that the average scores of the students was 75.58. Furthermore there were 15 students who got the 80 score and above. The percentage of the students who passed the KKM (80) was 44% with the highest score was 90 and the lowest score was 55. It happened because because the students still not familiar with the rules of the game. The increased between Pre-cycle and Cycle 1 is shown in Table 2.

**Table 2.** The Result of Students' Test in Pre-Cycle and Cycle 1

	Mean	Students' Percentage	Gain	Categorization
Pre-Cycle	67.14	20%		
Cycle 1	75.58	44%	0.25	Low

### Cycle 2

#### Students' Involvement

Observation checklist showed that 70% students who had good participation in the classroom in the first meeting and 80% in second meeting in cycle 1. It can be concluded that the implementation of *Tic-Tac-Toe* game in cycle 2 was excellent.

**Table 3.** Students' Involvement in Cycle 2

Meeting	Percentage	Categorization
1	70%	Good participation
2	80%	Excellent participation

#### Improvement of Students' Mastery

The result of post-test in cycle 2 showed that the average score of the students was 82.05 with the highest score was 95 and the lowest score was 60. In addition, the percentage of students who passed the KKM (80) was 76.47% with the improvement of students' score from pre-test to post-test was 0.45. It was categorized medium improvement. Since more than 75% from the total number of students passed the KKM (80). The condition was that the students had excellent participations because the game was more challenging and enjoyable. As a result, it was already reach the success indicator and the cycle was stopped. The increased between Cycle 1 and Cycle 2 is shown in Table 4:

**Table 4.** The Result of Students' Test in Cycle 1 and Cycle 2

	Mean	Students' Percentage	Gain	Categorization
Cycle 1	75.58	44%	0.25	Low
Cycle 2	82.05	76.47%	0.45	Medium

Based on the observation checklist and field notes during the implementation of *Tic-Tac-Toe* game, it was noted that the students enjoyed in playing *Tic-Tac-Toe* game. The technique can be considered success because the students actively involved more than 75% in the teaching and learning process. *Tic-Tac-Toe* Game can make

the learning process became more fun and active. It can also trained the collaboration skill of the students because they had to play the game in group. according to Luu & Nguyen (2010), "Games are highly motivating since they are amusing, interesting and the same time challenging". It can be said that game can avoid boredom and make the learning activity become fun.

From the results of using *Tic-Tac-Toe* Game in improving students' mastery on simple past tense, it can be concluded that using *Tic-Tac-Toe* game can improve students' mastery on simple past tense. Using *Tic-Tac-Toe* game make students more enjoy and active. This can be seen by the students' involvement with the final percentage was 80% which reached the excellent categorized. The students' improvement can be seen by the results of student assessments with an average score of 82.05.

## CONCLUSION

It may be inferred that using of *Tic-Tac-Toe* game can improve the students' mastery on simple past tense of the eleventh grade students at MA NU Banat Kudus. Using *Tic-Tac-Toe* game makes students more active and enjoy the teaching learning process. This can be seen from the results of students' involvement with the percentage 80%. The students' improvement can be seen by the results of student assessments with an average score of 82.05

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