

**IMPROVING THE SPEAKING ACHIEVEMENT OF THE EIGHTH  
GRADERS OF SMPN 1 PALEMBANG BY USING TIC TAC TOE GAME**

**A Thesis by**

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**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

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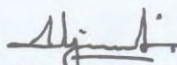
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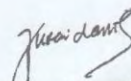
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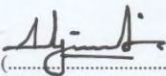
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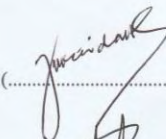
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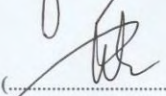
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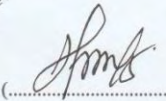
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## **Improving the Speaking Achievement of the Eighth Graders of SMPN 1 Palembang by Using Tic Tac Toe Game**

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### **ABSTRACT**

The objectives of this study were to find out: whether or not there was a significant improvement in (1) speaking achievement of the students after they were taught by using Tic Tac Toe Game, (2) each aspect of the speaking achievement of the students after they were taught by using Tic Tac Toe Game. The sample of this study was 27 eighth graders of SMPN 1 Palembang in the academic year 2015/2016. In collecting the data, the students were given pre-test and post-test. The data were analyzed by using paired sample t-test SPSS 21 (Statistical Package for Social Sciences) program. The result from paired sample t-test showed that the mean difference between pre-test and post-test was 13.1 at the significance level of  $p < 0.05$  and since  $t$ -obtained was higher than  $t$  table ( $16.978 > 2.0555$ ). It means that the  $H_0$  was rejected, as there was a significant improvement in speaking achievement of the students after they were taught by using Tic Tac Toe game. The result from paired sample t-test also showed that  $t$ -obtained was higher than  $t$  table of aspect of speaking *Pronunciation* ( $5.666 > 2.0555$ ), *Grammar* ( $6.575 > 2.0555$ ), *Vocabulary* ( $8.522 > 2.0555$ ), *Fluency* ( $8.562 > 2.0555$ ), and *Content* ( $8.232 > 2.0555$ ).  $H_0$  was rejected as there was a significant improvement in each aspect of the speaking achievement of the students after they were taught by using Tic Tac Toe game.

**Keywords:** *speaking achievement, tic tac toe game, eight graders*

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## CHAPTER 1

### INTRODUCTION

This chapter presents; the background, the research question, the objectives of the study, and the significance of the study.

#### **1.1 Background**

English is one of the most important languages in the world. It is an international language used for communication all over the world. In some countries, English is a native language, second language or foreign language. In Indonesia, English is a foreign language and taught as a compulsory subject beginning from Junior High School to College or University level (Curriculum 2013). In some elementary schools, English been taught as a local content. The main purpose of teaching English is that the students are able to communicate in English both orally and in writing. Besides that, the purposes of teaching English are to facilitate students with the language skills according to their level of development and interest, and also to enable them to communicate in English especially in tourism era and science and technology (Departemen Pendidikan Nasional, (2006, p. 10). To achieve the objective, the students should have four skills in English.

In learning English, there are four language skills, speaking, reading, writing, and listening. According to Nuh (2011), English is in the third position of the most difficult subject in national examination. Around 152 students or about 3,27% students failed in national examination because they could not comprehend English both in written and oral forms.

Many people in Indonesia are unable to speak English fluently and accurately because they have not been prepared for spontaneous communication. This is one of the reasons why many people in Indonesia are shocked and disappointed when

they use the foreign language for the first time in real interaction. According to Kayi (2006) speaking is a crucial part of second language learning and teaching. The goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

However, speaking in English is a challenging task for the Indonesian students. Many students feel anxious in speaking class and some keep silent. This is supported by the result of study done by Padmadewi (1998), who got involved the students of Ganesha Singaraja University Education, in Bali. Padmadewi (1998) found that the students attending a speaking class often felt anxious due to the pressure from the speaking tasks which required them to present individually and spontaneously within limited time. In addition, based on the finding of the study done by Tutyandari (2005), whose study involved the students of Sanata Dharma University in Yogyakarta, students' self-confidence was low so that the students were not able to express themselves in English. Tutyandari (2005) also found that the students just kept silent due to little prior knowledge about the topics discussed.

Similarly, based on the observation conducted by the writer at SMP Negeri 1 Palembang, most of the students often got difficulties in speaking because most of them did not know what to talk about and they were shy when speaking in front of the class. They found it hard to express their ideas and opinions. They were afraid of making mistake especially in grammar, vocabulary, and pronunciation. They rarely had opportunity to speak in English or to use English in their daily life context. In addition, based on the observation in SMPN 1 Palembang, students are required to achieve the KKM is 80 as adopted by the school for English lessons, which is high and must be handled properly.

In this study, the writer wanted to focus on the use of Tic Tac Toe Game in teaching speaking. Agustia (2013) states that 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. According to Amy (2010, p. 6) “Games allow the students to work collaboratively towards a common goal. This collaborative effort is more than just learning to work with others. It also promotes a relationship where they can learn from each other, such as supply reasons for why their answer is the best and learn to listen to their teammates. Games are highly motivating because they are amusing and interesting. They can be used to give practice many types of communication”. Based on what Amy (2010) states, it can be said that Tic-Tac-Toe Game is interesting and it encourages the students to communicate because it combines language practice in many types of communication.

Based on the explanation above, the writer conducted the experimental research entitled “Improving The Speaking Achievement of The Eighth Graders of SMPN 1 Palembang by Using Tic Tac Toe Game”.

## **1.2 Research Questions**

The problem of this study is formulated as follows:

1. Was there any significant improvement in speaking achievement after they were taught by using Tic Tac Toe Game?
2. Was there any significant improvement in each aspect of speaking achievement of the students after they were taught by using Tic Tac Toe Game?

## **1.3 The Objectives of the Study**

The objectives of the study are:

1. To find out whether or not there was a significant improvement in students’ speaking achievement after they were taught by using Tic Tac Toe Game.
2. To find out whether or not there was a significant improvement in each aspect of the students’ speaking achievement after they were taught by using Tic Tac Toe game.

#### **1.4 The Significance of the Study**

This research is expected to give some benefits for the students, the teachers of English, the institution/the school, and the writer.

For the students, it would be easier for them to give and share their own opinion after playing Tic Tac Toe Game. Besides that, the students would also have more chances and bravery to speak English in group, increase their interest in speaking English, and improve their English speaking achievement.

For the teachers of English, they are able to build up the students' confidence, the students' interest in learning and in building a classroom climate that will motivate the students to be better.

While, for the school, hopefully the method of teaching speaking through Tic Tac Toe Game could be applied and useful for the process of teaching and learning speaking at SMP Negeri 1 Palembang.

The last, for the writer, this study will be useful for the writer herself as a prospective teacher of English and will give her some experience in conducting an educational research.

## **CHAPTER II**

### **LITERATURE REVIEW**

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