

Chapter I

INTRODUCTION

A. The Background of The Study

Speaking is one of the most important skills to develop when learning English. However, There are many students who still face the difficulties to practice speaking english especially on descriptive text. Most students reveals they are not confident to speak english. Because, English is a foreign language and they are afraid to make mistake and receive negative feedback from english teacher. In addition, most students also think that speaking is the hardest skill to master in learning english.

Due to some students face difficulties to practice speaking. Therefore, The researcher conducted preliminary study through classroom observation at SMPN 9 Kota Cilegon to identify the real problem of speaking. Based on the classroom observation, researcher found that some students did not participate in learning process. The researcher also noticed that One of students state that he feel ashamed to speak English and afraid to make mistakes. Moreover, some students also prefer to use their mother tongue than english.

While conducting observations, the researchers also found that teacher never use interesting learning media to attract students attention and build their concentration. Therefore, the researchers tries to propose on of effective learning media to improve students' speaking skill by using tic tac toe game.

This game is very suitable for learning English. Because, it is applicable in the classroom and suitable to subject matter in the syllabus. As well as encourage students to increase self-confidence and attract students' attention to participate in learning to speak. because, Richard-Amato¹ state that learning by using Games can reduce anxiety, making input acquisition more likely. In line with the previous statement Hornby emphasize that a game is an activity that you engage in for the purpose of having fun. Games can cause students to focus on the game and unconsciously learn the language, so Students understand the lesson more quickly and are less bored.

Thus, by using of this tic tac toe game is expected to enhance students' speaking skill and create attractive learning atmosphere in order to achieve learning objectives.

In brief, The researcher attempted to conduct research with entitled **“THE APPLICATION OF TIC TAC TOE GAME TO IMPROVE STUDENTS’ SPEAKING SKILL”**

B. The Identification of Problem

In relation to background of the problem above, the following problems can be identified:

1. EFLs have many difficulties to practice speaking especially on descriptive text
2. Teacher never use attractive media to facilitate students to practice speaking

¹ Richard-Amato cited in B Milatović, “Games in Foreign Language Classroom,” *Book of Proceedings* 3, no. July (2012): 119–123.

C. The Limitation of The Study

Researcher will focus on the implementation of “Tic Tac Toe Game” as a way of learning speaking especially on descriptive text material at SMPN 9 Kota Cilegon.

D. The Statement of Problem

The researcher identifies three issues based on the background of study as follow:

1. How is the students' speaking skill before giving treatment?
2. How is the implementation of the tic tac toe game in learning to speak?
3. How is the effectiveness of tic tac toe game to improve students speaking skill?

E. The Objectives of Study

The study's objectives are listed below:

1. To Investigate students' initial speaking ability
2. To Observe the tic tac toe game is used in learning to speak.
3. To Examine about the students' speaking skill after using tic tac toe game

F. The Significant of The Study

The researcher's findings are expected to benefit English teachers, students, and the researcher.:

1. The researcher's finding could be used as references of for english teachers teaching speaking, particularly on descriptive text, using “Tic

Tac Toe Game” as a new teaching media

2. The finding of this study may encourage students to learn to speak and increase their knowledge of speaking and descriptive text through “Tic Tac Toe Game”.
3. The researcher may gain knowledge about improving students' speaking skills through the “Tic Tac Toe Game”.

G. Research Hypothesis

The study's purpose is to assess hypothesis, and the hypothesis for this study are as follows:

1. Null Hypothesis (H_0)

Using Tic Tac Toe to improve students' speaking skills has no significant effect.

2. Alternative Hypothesis (H_1)

Tic Tac Toe has a significant effect on improving students' speaking skills.

H. Previous Study

There are several researchers whose previous research has the same theme as the title above. However, the authors only took two other researchers as a comparison in conducting research. Of the many studies that are similar to this research, the author chooses some that have similarities with the big title taken by the author. Among others are:

First, was conducted by Reza Honarmand, Mohammad Rostampour and Seyed Jamal Abdorahimzadeh (*The Effect of Game Tic Tac Toe and*

Flash Cards on Zero Beginners' Vocabulary Learning)² This researcher explains that The paired T-test results show that there is a difference between the means of the variable's pre-test and post-test results in the experimental group, and the difference is significant at the level 0.000. a significant difference between the pre and posttest in the experimental group is beneficial, whereas such a difference in the control group is not significant. As a result, it is important to note that the experimental group's test scores have improved. The significant difference between the experimental groups' pre and post test scores, namely ($t(24) = -23.026, p=.000 < .05$) and ($t(24) = -10.185, p=.000 < .05$). As a result, the null hypotheses of Tic Tac Toe game having no effect on EFL zero beginners' vocabulary learning and flash cards having no effect on EFL zero beginners' vocabulary learning were rejected.

Secondly, the study was conducted by Agnesia Ultha Irianti Karraske, Nursalim and Rizqi Claudia Wardani H (*The Effectiveness of using tic tac toe game in students understanding on simple present tense at the first grade of SMP N 1 KABUPATEN SORONG*)³. In this study the researcher stated that Using a Tic Tac Toe game in the teaching learning process was more effective than using an usual technique, and it can help students understand simple present tense more easily. The mean post-test score for the experiment class

² Reza Honarmand, Mohammad Rostampour, and Seyed Jamal Abdorahimzadeh, "The Effect of Game Tic Tac Toe and Flash Cards on Zero Beginners' Vocabulary Learning," *International Journal of Educational Investigations* 2, no. 3 (2015): 27–41. Academia.edu

³ Agnesia Ultha Irianti Karraske, Nursalim, and Rizqi Claudia Wardani H, " The Effectiveness of Using tic tac toe games in students understanding on simple present tense at the first grade of SMP N 1 KABUPATEN SORONG" *Jurnal Interaction*; Vol. 5, No. 2 (2018).

was 73,33, while the control class's mean score was 56,33. It means that the experiment class has been growing faster than the control class. The calculation result shows from the data analysis where $t_{test} > t_{table}$ is accepted if $t_{test} < t_{table}$ and is refused if $t_{test} > t_{table}$, the t test compared with $t_{table} = 0,05$ (5 %) and the result is $t_{test} 4,598 > t_{table} 2,000$. It means that there are significant differences between the experiment and control groups, which were given the treatment Tic Tac Toe game in order to teach learning.

The novelty between this study and the previous study mentioned above This research is to try and find out the effectiveness of using the Tic Tac Toe game in the seventh grade of junior high school to improve students' speaking skill, especially in descriptive text.

I. The organization of writing

The researcher divides this paper consist of five chapters, they are :

Chapter 1 is INTRODUCTION consist of : The background of the study, The identification of problem, The limitation of study, The statement of problem, The objective of study, The significant of the study, The research hypothesis, the previous study, and The organization of writing.

Chapter 2 is THEORETICAL FRAMEWORK consist of : This chapter contains the theories of some experts who have conducted research on this topic.

Chapter 3 is RESEARCH METHODOLOGY consist of : Research methode, Time and site of the study, Instrument, Data Collecting, and Data

analysis

Chapter 4 is THE RESULT AND DISCUSSION consist of : Data Description, The process of experimental score, The process of control class score, Comparison of post-test experimental and control class, Hypothesis testing, Interpretation data consist a description of the data analysis, findings, and discussion.

Chapter 5 is THE CONCLUSION AND SUGGESTION, it includes conclusions and suggestions