CHAPTER II
REVIEW OF RELATED LITERATURE

A. THEORETICAL REVIEW

1. Game

a. General Concept of Game

There is common perception that all learning should be serious and solemn nature. This is a misconception. Fun learning is more effective for students to be creative and active in the class. Game is one of the media that can be applied in language teaching and learning. All people like games either young or adult. But different age group requires various material topics, competences, and models of game. For example, children like fun game and adult prefer to challenging game than fun game. So, a teacher should choose appropriate games for students.

b. Advantages and Disadvantages of Game

There are many advantages of game, they are:

1) Games are welcome break from the usual routine of the large class.

2) They are motivating and challenging.

3) Learning a language requires a great deal effort. Games help students to make and sustain the effort of language.

4) Game provides language practice in the various skills.

5) They encourage students to interact and communicate.

6) They create a meaningful context for language use.[1]

According the advantages above, the researcher concludes that the use of game in teaching learning process is very useful and it

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[1] Lee Su Kim, *English Teaching Forum,* (volume 33 Number 1 January, 1995), p. 35

gives good effects to activate understanding and memorable especially in learning foreign language classroom.

According to Philpot as cited by Siti Tarwiyah, games facilitate language learning because they help language learning to be:

1) More meaningful, for example by showing how words relate to each other.

2) More memorable, for example by involving as many approaches to how language is 'stored' as possible, such as mime, and movement, the use of color and patterns, personalization, etc.

3) More accessible, for example by getting students to make their own language records to suit their individual strategies for reference and access.[2]

Although there are many advantages of game in language learning, game has disadvantages. They are:

1) It can present disturbance if teacher cannot control and organize the class to be conducive.

2) It takes a bit long time to prepare.

3) It can cause boredom if teacher uses this game solely, and not all students like playing the game.[3]

2. **Tic Tac Toe Game**

Tic Tac Toe is a board game that can be played using the board or paper by drawing nine box frames. Then each box is written different words or categories. Each player has to make sentences or questions with the words. If they get them right they can put symbol (0 or X) on the square.

Noughts and Crosses are games that have been played in the

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[2] Siti Tarwiyah, *Game and Song Practical Ideas to Teach Language*, (Semarang: English Department of Educational Faculty of State Institute for Islamic Studies Walisongo, 2008), p. 51

[3] Umi Hani Al Habshy, *Improving Student's Motivation to Speak by Using Storytelling with Sentence Card Game in Teaching Speaking, A Classroom Action Research with XI IPS 2 Students of MAN Pemalang in The Academic Year of 2008/2009* (Semarang: English Department of Tarbiyah Faculty Walisongo State Instituute for Islamic Studies, 2009), p. 24

United Kingdom for several centuries, even precise history seems to bw unknown. The game has become known (perhaps more popularly) as Tic Tac Toe in American English. It may be that the ancient Roman game of Terni Lapilli was an identical game although the evidence is somewhat mixed. It is certainly true that identical grids to the noughts and crosses grid have been found scratched and etched into surfaces all over the ancient Roman Empire. However not a single nought or cross have been found to confirm the link. It seems probable that Terni Lapilli was played with simple pieces and may have been played with the same rules.[4]

a) Tic Tac Toe Game to Teach Simple Past Tense

There are many kinds of game that can be applied in teaching and learning English such as Bingo, Miming Game, Twenty Question Game, etc.

In this case, researcher applies Tic Tac Toe game to teach Simple Past Tense. On the ground that, this game can make students better understand the use and change of sentences based on the time signal of past event. Tic Tac Toe game makes students are creative to create sentence themselves. It helps them apply the simple past tense in certain genre, such as narrative, recount and spoof.

The students play Tic Tac Toe game in a group. The procedures are first, teacher draws the nine or twelve boxes content of infinitive verbs. Second, teacher distributes blank Tic Tac Toe Grid for each group. Then students choose one verb on the board and change it into past verb and they continue to make a sentence from the verb using form of simple past tense. If the student's can answer or make question they can put sign (0) or (X) on their Tic Tac Toe Grid.

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[4] http://www.adit.co.uk/html/noughts_and_crosses.html on Thursday 25 February 2010 13.25

O	X	O
X	X	O
X		O

Grid A

Teach	Write	Speak
Sleep	Tell	Drink
Go	Think	Sing

Grid irregular verb

Example:

a. Teach to be taught.

   My Father <u>taught</u> in Islamic Junior High School at 1989.

b. Sleep to be Slept

   I <u>slept</u> last night.

c. Go to be went

   Her sister <u>went</u> to Surabaya yesterday.

d. Write to be wrote

   They <u>wrote</u> poem last month.

   Certain games are good devices for practicing grammar points where the challenging resides in the formal dimension.[5]

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

b) The Characteristic of Tic Tac Toe Game

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

Tic Tac Toe is played two players, use 3 x 3 grids. Each player tries to get three in a row, or 4 x 4 grids each player tries to get four in a row. And also can be played on large grids, such as 10 x 10 or even 20 x 20 grids.

c) Procedure of Tic Tac Toe Game

The procedures are:

1) One player as X and other one as O.
2) X always goes first.
3) Player alternate placing Xs and Os on the board until has three in a row, horizontal, vertically or all nine squares is filled.
4) If the player able to draw three Xs or three Os in a row by answering questions in various category. That player is winning.[6]

The goal of Tic Tac Toe game is to be the first players to get three in a row on a 3 x 3 grid, or four in a row in a 4 x 4 grid.

d) The Strategy of Playing Tic Tac Toe Game

Here are some interesting strategies of Tic Tac Toe. Player can play perfect Tic Tac Toe to be a winner from the following table.[7]

1	Win	If you have three in a row, play the third to get three in row.
2	Block	If the opponent has two in row, as a player

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[6] Http://boardgames.about.com/od/paperpencil/tic_tac_toe_htm accessed on Friday, 17 July 2010

[7] Http://enwikipedia.org/wiki/Tic-tac-toe#strategy accessed on Friday, 16 July 2010

		you have to block them on the third a row.
3	Fork	Create an opportunity where you can win in two ways.
4	Block Opponent's Fork	Option one: Create two in a row to force the opponent in to defending, as long as it does not the result for them to create a fork or winning. For example, If " X" has the opposite corner as well, "O" must not play a corner in order to win (playing a corner in this scenario creates a fork " X" to win). Option two: If there is configuration where the opponent can fork, try to block that fork.
5	Center	Play the center
6	Opposite corner	If the opponent is the corner, play a center of that row or column.
7	Empty corner	Play in a corner square.
8	Empty side	Play in a middle square on any of the 4 side.

Tic Tac Toe has easy, medium, and hard playing. So it can be applied for every age by using some procedures. Nevertheless, teacher should pay attention to student's capability in playing this game.

In teaching and learning, teacher applies this game as a medium to teach English, such as spelling Tic Tac Toe game, conditional Tic Tac Toe game or verbal Tic Tac Toe game. Tic Tac Toe game is a fun way for students to practice their English while

enjoying some competition. This game is best played as a class with the teacher checking answer. However, with larger classes, the game can also be played in pairs while the teacher goes around the room checking answer. Unfortunately, sometime when applying this game in the class, teacher can not control the class.

When two players who play randomly, the first player wins 58.49% of the time, the second player wins 28.81 %, and the game is a drawn 12.70 % of the time. When two players who play the game perfectly play, the game is always a drawn. In fact, there can only be three possible answers, the first player always wins, the second player always win, or the game is always a drawn.[8]

3. Teaching English at Junior High School

English as an international language is used as a means of communication among people in trade, politics, and professional field, In Indonesia, English is taught as the first foreign language optionally from the Elementary School (SD), and obligatory at Junior High School (SMP) through the third year of Senior High School (SMA) even for some semester at college.

According to Wells, there are four literacy. They are performative, functional, informational, and epistemic. In the performative stage, students able to read, write and speak using symbols that are used. In the functional stage, students are hoped able to use language in their daily such as reading a news paper, manual reading. In the informative stage students are hoped able to look for knowledge using their language. And in the epistemic stage, students are hoped able to transform the knowledge in certain language.

In this curriculum, graduation of Junior High School is hoped reach functional stage for survival communication. And graduation of Senior High School is hoped reach informational stage to continue in

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8 Kevin Gong, http://kevingong.com/Math/TicTacToe.html accessed on Thursday, 15 July 2010

University.

Depend on explanation above, education of English at Junior High School still guided for short oral sentence and simple written (oral language that are written).

So, the difficulties are not on the number of word in the discourse that is written by student, but on the quality of discourse. Short written text that has good structure, it will get great value than long text that difficult to be understood.[9]

4. **The Characteristic of Adolescence**

According to Piaget, there are four phase of children's growth they are:

a. Sensorymotor Stage, from born – 2 years

b. Preoperational Stage, 2 years – 8 years

c. Concrete Operational Stage, 8 years – 11 years

d. Formal Stage, 11 years – 15 years and more.[10]

In the formal stage are students of Junior High School that we call them adolescent. This is transition period from childhood to be adulthood. In this case there are many changing of their attitude, aptitude even their life style.

But teachers have to know the characteristic of teenage students, why they seemed to be less lively and less motivation. There are a number of reasons way students and teenage students in particular may be disruptive in class. Apart from the need for self esteem and the peer approval they may provoke from being disruptive, there are other factors too, such as the boredom they feel not to mention problems they bring into class from outside school. However, while it is true that adolescents can cause discipline problems, it is usually the case that

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[9] Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris, (Jakarta: DEPDIKNAS,2003), p.5

[10] Kasihani K.E. Suyanto, *English for young learner*, (Jakarta: Bumi Aksara, 2010), p.6

they would be much happier if such problems did not exist. They may push teachers to the limit, but they are much happier if that challenge is met, if the teacher actually manages to control them.

However, we should not become too preoccupied with the issue of disruptive behavior. For while we will all remember unsatisfactory classes, we will also look back with pleasure on those groups and lessons which were successful. Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.[11] According to Jim Scrivener, in teenage classes, the learners are discovering a range of new possibilities for themselves. They are discovering what impact they can have on the world and can be very motivated. The learners can bring a strong enthusiasm for topics they are interested in and they can get very focused on specific things relevant to themselves. They often respond well to work that is clearly organized and takes their interest into account. But although teenage classes can be among the most interesting and exciting, they also have some reputation for being demanding on the teacher. Some of these are listed in the next section.[12]

5. Tenses

a. General Concept of Tenses

There are three forms of tenses that indicate the certain time of action. They are present, past and future.

1) Present Tense

Present tense describes habitual action, routine or thing that are generally or always true. Using time expression as follow: always, often, sometimes, seldom, every day, every year, etc.

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[11] Jeremy Harmer, *The Practice of English Language Teaching* (England, Longman, 2002),p.39

[12] Jim Scrivener, *Learning Teaching A Guidebook for English Language Teacher* (United Kingdom: Macmillen Publisher, 2005)2nd.p. 329

2) Future Tense

Future tense describes the action that happened in the future time. Using time expression as follow: Tomorrow, next week, next month, etc.

3) Past Tense

Past tense describes the activities in the past.

a) Form of Simple past tense

The simple past tense in regular verbs is formed by adding ed to the infinitive:

Infinitive   : to work

Simple Past Tense   : worked

Verbs ending in e add d only   :

Infinitive: to love

Simple Past Tense: loved[13]

b) Affirmative statements form

Verbal Sentences:

Subject	Verb2
I	
You	
They	
We	Worked
He	
She	
It	

Nominal Sentences:

Subject	To be	Complement
I	Were	
You		
They		
We		Teacher
He	Was	
She		
It		

c) Negative statements form

The negative or regular and irregular verbs are formed with did not (didn't) and the infinitive:

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[13] A. J. Thomson and A.V. Martinet, *A Practical English Grammar*, (New York, Oxford University Press, 1995), p. 161

Verbal Sentences: Nominal Sentences:

Subject	Did not	Verb1
I		
You	did not	Work
They	Didn't	
We		
He		
She		
It		

Subject	To be + not	Comple-Ment
I		
You	Were not Weren't	
They		Student
We		
He		
She	Was not Wasn't	
It		

d) Interrogative statements form

Verbal Sentences: Nominal Sentences:

Did	Subject	V1
	I	
	You	
	They	
Did	We	Work
	He	
	She	
	It	

To be	Subject	Complement
	I	
	You	
Were	They	
	We	Diligent
	He	
Was	She	
	It	

These following examples of regular verbs form from present, past tense and past participle:

Regular Verb

Present	Past	Past participle
Ask	asked	asked
Answer	Answered	Answered
Close	Closed	Closed
Clean	Cleaned	Cleaned

Learn	Learned	Learned
Laugh	Laughed	Laughed
Move	Moved	Moved
Play	Played	Played
Talk	Talked	Talked
Open	Opened	Opened
Play	Played	Played
Stay	Stayed	Stayed
Walk	Walked	Walked

Irregular verbs form

These vary considerably in their simple past form. In the simple past form of each irregular verb must therefore be learnt, but once it this done there is no other difficulty, as irregular verb (like regular verbs) have no inflexions in the past tense.

These following examples of irregular verbs form from present, past tense and past participle   :

Present	Past	Past participle
Become	Became	Become
Begin	Began	Begun
Bring	Brought	Brought
Drink	Drank	Drunk
Eat	Ate	Eaten
Find	Found	Found
Feel	Felt	Felt
Get	Got	Got/ Gotten
Keep	Kept	Kept
Know	Knew	Known
Meet	Met	Met
Say	Said	Said
Think	Thought	Thought
Write	Wrote	Written

b. Time Signal of Simple Past Tense

Common time expressions that are used the Simple Past Tense includes yesterday, ago, last week, last month, for three years, etc.

c. The Function of Simple Past Tense

1) It is used for actions completed in the past at the definite time.

Example   : I met him yesterday

2) It is used for an action whose time is not given but which occupied a period of time now terminated or occupied at the moment in a period of time now terminated.

Example   : He worked in that bank for four years.

My grandmother once saw Queen Victoria.

3) It used for a past habit

Example   : He always carried an umbrella

4) It is used in conditional sentence, type 2 (for use of the unreal past after *as if, as though, it is time, if only, wish, would rather*).[14]

Example   : If I had enough money, I would buy a new care.

According to Marianne Celce Murcia states that the functions of Simple Past Tense are:

1) A definite single completed event or action on the past.

Example: I attended a meeting of that committee last week

2) Habitual or repeated action or event in the past.

Example: It snowed almost every weekend every winter

3) An event with duration that applied in the past with the implication that it no longer applies in the present.

Example: Professor Nelson taught at Yale for 30 years.

4) With states in the past.

Example: He appeared to be a creative genius.

He owed me a lot of money

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[14] *Ibid.,* p.162

5) Imaginative conditional in the subordinate clause.

Example: If he took better care of himself, he wouldn't be absent so often.

6) Social distancing

Example: Did you want to sit down and stay a while?[15]

So as we can see, the simple past is used when the speaker conceptualizes a complete event factually, but as remote in some way.

6. **Language Teaching Method**

The method concept in teaching the nation of a systematic set of teaching practice based on particular theory of language and language learning is a powerful one, and the quest for better methods was throughout the twentieth century.

The popular methodology includes ideas at all the various levels, procedures, and approach. There are many methods in teaching language. They are:

a. **The Grammar Translation Method**

A fundamental purpose of learning foreign language is to be able to read literature written in the target language.[16]

b. **The Direct Method**

This method intends that students learn how to communicate in the target language.[17]

c. **The Silent Way**

The silent is the name of a method of language teaching is devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but

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[15] Marianne Celce-Murcia, Diane Larsen- Freeman, *The Grammar Book an ESL/EFL Teacher's Course*, (USA: Heinle & Heinle Publisher).2ed, p.99

[16] Diane Larsen Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2001), 2nd ed, p. 17

[17] *Ibid*, p. 28

the learners should be encouraged to produce as much long as possible.[18]

d. Suggestopedia

Suggestopedia also known as Desuggestopedia, it is a method developed by the Bulgarian psychiatrist educator georgi Lazanov. Suggestopedia is a specific set of learning recommendation derived from suggestology, which Lazanov describes as a "science……..concerned with the systematic study of the non rational or non conscious influences' that human beings are constantly responding to.[19]

e. Community Language Learning

Community language learning is linked as a set of practices used in certain kinds of bilingual education programs and referred to by Mackey as "language alternation. In language alternation, a message, lesson or class is presented first in the native language and the again in the second language.[20]

f. Total Physical Respond

Total physical Respond is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical (motor) activity.[21]

g. Communicative Language Teaching

In communicative language teaching, language was taught by practicing basic structures in meaningful situation based activities.[22]

h. Audio Lingual Method

The purpose of language learning is to learn how to use the

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[18]Jack C. Richards & Theodore S. Rodgers, *Approaches and Method in Language Teaching,* (UK: Cambridge University Press, 2001), p. 81

[19] *Ibid*, p. 100

[20] *Ibid*, p. 90

[21] *Ibid*, p. 73

[22] *Ibid*, p. 153

target language communicatively.[23]

A variation on audio lingualism in British based teaching and elsewhere is the procedure most often referred to as PPP, which stands for Presentation, Practice, Production. In this procedure the teacher introduces a situation which contextualizes the language to be taught. Then, language is presented. The students now practice the language using accurate reproduction techniques such as repetition or cue response drills. Later, the students use the new language, make sentences of their own, and this is referred to as production.[24]

For explanation above, researcher uses PPP method to teach simple past tense and applies Tic Tac Toe game. This method is clearer for students to play game. First, teacher presents or explains about Simple Past form and explains how to play Tic Tac Toe game. Then teacher gives example of simple past sentence, immediately teacher lets students to practice making a simple past sentence, and teacher checks students' correctness. The last is producing, this case, students try to make a simple past sentences by applying Tic Tac Toe game.

7. **Improving of Students' Understanding**

Understanding is level of cognitive aspect that asks students show their understanding with changing or manipulating information. This level is presenting a step. It does not only remembering, because this stage requires students to transform the information in to the form that can be understood. Students can do this level using some ways, they are:

a. Repronounces with their language self.

b. Translating is another form in understanding level. It must have

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[23] Jack C. Richards & Theodore S. Rodgers. *Ibid*, p. 45

[24] Jeremy Harmer, *Op.Cit.*, p. 80

changing of form in order the information can be given in various ways.[25]

According to oxford dictionary, improve is become or make something to be better, to increase good qualities.[26] In this case Tic Tac Toe game is used as a technique to improve students understanding on Simple Past Tense. There are some indicators of Students' Understanding on simple Past Tense, they are:

a. Students able to respond teacher or their friend well.

b. Students able to answer the teacher question well.

c. Students able to create simple past sentences well.

d. Students able to apply simple past tense in the real activities or in some written text.

Improving Understanding is segment of direct teaching lesson where teacher explains new content and it is a direct teaching phase is the most important.[27]

So the result of this study is directed to improve their understanding on simple past tense in form, in affirmative, negative or interrogative sentences either verbal or nominal sentences.

8. Teaching and Learning Grammar

a. Basic Principles for Grammar Teaching

Some basic rules of thumb for grammar teaching which will serve as the criteria for evaluating the practical approaches that follow:

1) The E- Factors: Efficiency = economy, ease, and efficacy

Dealing with grammar is only a part of a teacher's activities, and given that classroom time is very limited, it

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[25] David A. Jacobsen, et. all, *Method for Teaching " Meningkatkan Belajar Siswa TK – SMA,* (Yogyakarta: Pustaka Pelajar, 2009), 8th edition, p. 94

[26]Martin H. Manser, *Oxford Learners Pocket Dictionary,* (New York: Oxford University Press, 2000), p.209

[27] David A. Jacobsen, et.all, *Op. Cit*, p. 203

would seem imperative that whatever grammar teaching is done as sufficiently as possible. If, as has been suggested, the teacher's energies should be at least partly directed at getting learners to communicate, prolonged attention to grammar is difficult to justify. Efficiency, in turn, can be broken down into three factors: economy, easy, and efficacy.

When presenting grammar, a sound rule of thumb is: the shorter the better. It has been shown that economy is the key factors in the training of technical skills.

The ease factor recognizes the fact that most teacher lead busy lives have many classes and simply cannot afford to sacrifice valuable free time preparing elaborate classroom material. Of course, the investment of time and energy in the preparation of the material is often accompanied by a commitment on the part of the teacher to make them work.

Finally, and most importantly, we now know a lot more about what constitute the best condition for learning. A prerequisite for learning is attention. So the efficacy of grammar activity can be partly measured by the degree of attention it arouses. This means trying to exclude from the focus of the learner's attention any distracting or irrelevant details. Attention without understanding, however it is waste time, so efficacy will in part depend on the amount and quality of contextual information, explanation and checking. Finally understanding without memory would seem to be equally ineffective, and so the efficacy of a presentation will also depend on how memorable it is.

None of these conditions, however, will be sufficient if there is a lack of motivation and, in the absence of some external motivational factors, it is the teacher's job to choose tasks and materials that engage the learners. Tasks and

materials that are involving, that are relevant to their needs, that have an achievable outcome, and that have element of challenge while providing the necessary support, are more likely to be motivating than those that do not have these quality.

2) The A - Factor: Appropriacy

No class of learners is the same: not only in their needs, interests, levels and goals going to vary, but their beliefs, attitudes, and values will be different too. Any classroom activity must be evaluated not only according to criteria of efficiency, but also of appropriacy.[28]

b. Rule and Explanation

Many of the pros and cons of a rule driven approach hinge on the quality of the actual rule explanation. The point was made that it is not often the case that a linguistics' version of a rule will be appropriate in a classroom context, and there will inevitably be, therefore, some trades off between the truthfulness of a rule and the pedagogical worth of rule.

Michael Swan, author of teacher's and student's grammar, offers the following criteria:

1) Truth: Rules should be true.
2) Limitation: Rules should show clearly what the limits are on the use of a given form.
3) Clarity: Rules should be clear. Lack of clarity is often caused by ambiguity or obscure terminology.
4) Simplicity: Rules should be simple.
5) Familiarity: An explanation should try to make use of concepts already familiar to the learners.

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[28] Scott Thornbury, *How to Teach Grammar,* (UK: Bluestone Press, 2006), p. 25 – 26

6) Relevance: A rule should answer only those questions that the student needs answered.[29]

From the explanation above, the teacher should more be careful to give example of apply and using the rule. Teacher should pay attention the characters of learners.

c. **Deductive Approach and Inductive Approach**

There are basically two ways in which a learner can achieve understanding of rule:

1) A deductive Approach

It is started with the presentation of rule and is followed by examples in which the rule is applied.

2) Inductive Approach

In the former, the grammar rule is presented and the learners engage with it through the study and manipulation of examples. In other hand, without having met the rule, the learner studies example and form these examples derive an understanding of the rule.[30]

B. **PREVIOUS RESEARCH**

There are some researchers that did the research by using game. One of them is done by Rondiyah (05420472), Faculty of Language and Arts Education, IKIP PGRI Semarang 2007. She made a "Games as Learning Media to Improve Vocabulary: A case study of the fourth year students of MI Degayu I Pekalongan in Academic year 2008/ 2009.

She did the study because Language learning is hard task. She assumed games are highly motivating since they are amusing and at the sometimes challenging. Games also help the teacher to create context in which the language is useful and meaningful.

In her study, she compared the teaching by using conventional

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[29] *Ibid.,* p.32
[30] *Ibid.,*p.49

method and by using game. The result of her study, she got that vocabulary mastery of students taught using game increase 6.77%. And vocabulary mastery of students taught without using game increase 3, 53%. There was a significant difference of vocabulary mastery of the students who taught using game. The learning by using game is effective than without game.[31]

Second researcher is Sukma Dian Rini (05420565) Faculty of Language and Arts Education, IKIP PGRI Semarang 2007. She made a "Teaching English Using A Miming Games to the sixth year students of SDN Kramat Kudus in Academic year 2007/ 2008.

She identified the difficulties faced by students. She used observation and interview as an instrument to collect data.

The result of her study, the students has motivation to learn English using Miming game. Through this game the students became active in the class. Their knowledge about English is better than before.[32]

Two researchers above discussed about game, According to the result of their research that games are useful thing for teacher and students. They had similarity with the writers' study. They involved game as a media in learning. But there is significant difference between previous researcher and the writer studied.

First research did not use certain game. Whereas not all of games are appropriate with students age and their capability. The researcher focused on the using of game as a media to improve student's vocabulary. She used interview and test to collect the data.

Then the second researcher focused on the effectiveness of miming game to teach English. In this case the researcher used Miming game to

[31] Rondiyah, *Games as Learning Media to Improve Vocabulary: A case study of the fourth year students of MI Degayu I Pekalongan in Academic year 2008/ 2009, (*Semarang: Faculty of Language and Arts Education IKIP PGRI, 2007)

[32] Sukma Dian Rini, *Teaching English Using A Miming Games to the sixth year students of SDN Kramat Kudus in Academic year 2007/ 2008*, (Semarang: Faculty of Language and Arts Education, IKIP PGRI 2007)

teach English whole. There is no specific lesson or material of it. She used interview, observation and test to collect the data.

In this case the writer uses a game as a media to observe the improvement of students' understanding on simple past tense. This research use specific game and specific material, so the result of this research is more accurate than two researches above. The writer uses observation, test and document to collect the data.

C. ACTION HYPOTHESES

Based on the description above, there are some action hypotheses that can be described as follows:

1. The use of Tic Tac Toe Game can improve students' understanding on simple past tense.
2. The use of Tic Tac Toe game should be implemented as an alternative way in teaching simple past tense or past perfect tense.