

CHAPTER IV

RESEARCH FINDING

A. Result of the Study

This study was on the implementation of Tic Tac Toe game to improve students understanding on Simple Past Tense. It was conducted through a classroom action research which consisted of several activities.

1. Preliminary Research

This research was done on Thursday, September 23th 2010. There were 36 students as participants. In this activity, students were taught simple past tense by using conventional method. In this case the researcher conducted at the beginning of the research. It was done by Mr. Sofyan as English teacher. The researcher just observed the classroom activity during the English lesson. Mr. Sofyan taught by using inductive method.

First, teacher asked some students randomly about their activities in the past or at the time in Indonesian. From the student's answer, teacher explained about simple past tense, all at one he distinguished between the function of simple present and simple past tense. From the observation, the researcher found some facts that happened in the classroom during learning process. It could be described as follows: grammar is hard subject and can make students confused. So students looked bored, most of them didn't pay attention for the teacher explanation and could not respond the teacher question. At the beginning when teacher asked students to respond teacher question, they were confused to distinguish verb I and verb II.

From the description above, it can be concluded that the students' participation activity and their understanding about simple past tense was low during the English lesson. Then to make the students enthusiastic and easy in learning, the researcher implemented

Tic Tac Toe Game to improve students understanding on simple past tense.

Then, in this section, the researcher gave tests that contain of 10 items of multiple choices after students were taught by conventional method. Students are given 15 minutes to do it. The purpose of the test was to measure students' achievement before given an action. Then the result of tests, the researcher calculated with formula below:

$$\text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

From the result above, then researcher calculated the mean of students score. It was aimed to know the students' comprehend of simple past tense. After giving the test, the researcher intended to use Tic Tac Toe game to the next activity to make students interest and enjoy the learning process.

2. First Activity

a. Planning

This activity was done on Monday. Based on the result of preliminary test that is not satisfied. The researcher and English teacher decided to use Tic Tac Toe game. The treatment was focused on improvement of students' understanding on simple past tense. Before applying Tic Tac Toe game researcher prepared the instructional tools that were needed in teaching learning such as lesson plan, observation checklist, Tic Tac Toe paper, and students' test.

b. Implementing

In this activity, the researcher became a teacher and she was accompanied by the teacher as observer. The first activity, the teacher asked some students about their activities in the past. In

fact, from the students' answer they could not distinguish simple present tense, simple past tense and simple continuous tense pattern. Such as from student's answer "I am studying last night" and "I am study". From this result, teacher explained the pattern of simple past tense verbal sentence, and then teacher applied some example. Teacher explained either verbal pattern or non verbal sentence. When teacher explained in front of class about simple past tense and gave examples of simple past tense, most of students gave attention to her. Teacher gave chance for all students to make and change simple past tense sentence to negative and interrogative sentences. The students could respond and create sentences well, although it was gradually. Then teacher walked around class and asked one students in the backside about their activities in the past. The student could make good positive sentence of simple past tense. Then teacher asked other students to change that friend's sentence to be negative sentence. In this case, student could change that sentence well, although she was doubt to answer it. Then teacher let the students to ask question related to the material. There is one students gave question for teacher. She asked about the non verbal of simple past tense pattern.

After this, the teacher told to the students that in this learning the teacher would apply Tic Tac Toe game to teach simple past tense. The students seemed curiosity about it. Then teacher stuck Tic Tac Toe Grid on the blackboard and teacher divided class to be 7 groups, each group consists of 5 students. These groups were divided according to their score from the preliminary test. Then teacher distributed Tic Tac Toe paper to each group and explained the procedure of playing Tic Tac Toe game. First there were some students did not understand about the procedure, and then they asked the teacher related to the procedure. After teacher explained more, the students understood and they were ready to

play that game. Before playing Tic Tac Toe game, teacher and students translated the meaning of verbs on Tic Tac Toe Grid. In order each student understood and did not find any difficulties when playing Tic Tac Toe game. To start this game the teacher asked students to change verb "WRITE" to be past verb, which group could answer quickly, they are to be first player of Tic Tac Toe game. In this phase, the first player was group 6. From the result of observation in cycle I, almost of students were to be active than before.

c. Observing

For about 30 minutes, the teacher observed the students' condition. When students playing Tic Tac Toe game. The teacher also was helped by Mr. Sofyan. When they were playing game, they could look up the words in the dictionary. From the first observe, some of group could not cooperation with their friend well. And there were some students still confused about the form of simple past tense, so they could not respond other group answer. But students were very enthusiast and enjoy during the game progress. Because the time was up, so the teacher stopped this game. Some students asked to be continued this game to the next meeting with other verbs. The winner was group 5. This group could collect 4 of symbol O. During the treatment there were 3 students asked to the teacher.

After gave the treatment through Tic Tac Toe game, the teacher gave multiple choice tests to measure students score. The teacher gave 10 minute for students to do test. There 5 students that could not discipline to do the test. They tried to get the other friends' answer.

To analyze students' tests, the teacher used this formula to calculate it. The formula was:

$$Score = \frac{\Sigma \textit{right answer}}{\Sigma \textit{items}} \times 100\%$$

d. Reflecting

After students playing Tic Tac Toe game, teacher discussed the result of observation when the game progressing and also made reflection to the next cycle. In this cycle there were students still confused to arrange a sentence using simple past form well. Sometime, students still apply Verb +ing in sentence. When playing Tic Tac Toe some of them could not cooperation with their group. But some of them could respond other group answer. Then researcher and English teacher planned to do the second cycle.

3. Second Cycle

a. Planning

This activity was done on Thursday, September 30th 2010. In this activity, teacher also prepared the instructional tool for teaching and learning process. Teacher done this cycle based on the reflection of first cycle with the English teacher.

b. Implementing

In this cycle the teacher divided class to be 7 groups, it was different with first cycle. The teacher made these groups according to the result of test from cycle I. In this phase as brainstorming, teacher asked some students about their activities in the past. Teacher asked Avud Angga Adityan about his activity last night. Avud answered using Indonesian. Then teacher chose other student to translate the avud's answer in English. She was Siti Nuraini, she could translate it well. From that example, teacher asked Faridatus Sholihah to change the sentence to be negative sentence of simple past tense. She could answer well, but she did not apply "not" in the sentence, her answer was " I did play last night" . Then teacher

asked all of students to correct it. Then, teacher asked them to change that sentence to be interrogative sentence in simple past tense. Teacher also gave exercise in nominal sentence and students could respond it well. For about 15 minute students were given simple exercise about simple past tense. The purpose was to put in main of simple past tense pattern and function for the students. Then teacher told to the students that we would play Tic Tac Toe game again. In this case, the students were so happy and made noise. Before teacher applying Tic Tac Toe game, she divided class to be 7 group. Then she distributed Tic Tac Toe paper for every group and stuck Tic Tac Toe grid on the black board. Then the teacher explained the role of playing Tic Tac Toe game from the second cycle. Then teacher translated the verb on Tic Tac Toe Grid, in order, students did not find any difficulties when play it. Then teacher gave for about 10 minutes for them to discuss in group.

c. Observing

In the second cycle, students showed their enthusiasm and happiness too. Students paid attention for teacher explanation, there were two students asked the teacher related to the procedures of playing Tic Tac Toe game. It was from group 1, group 6 and group 7.

When students discussed in group, they showed their cooperation each other. In this case, teacher gave permission for them to look up dictionary.

The first player was from group 6, because their group could answer or change the simple verb to be past verb that was given by teacher. For about 30 minutes they played Tic Tac Toe game. From the observation, when they played Tic Tac Toe game, the problem was found that some students still confused in creating

nominal sentence. After they got little explanation from teacher, finally they understood and continued the game. In this case the winner was group 3. Any way all of students could join with their group well, and they could cooperation each other.

After playing Tic Tac Toe game, the teacher gave multiple choice to get the students' score in simple past tense. It was content of 10 multiple choices. This cycle was followed 35 students, because one student was absent. The teacher gave 10 minutes for students to do test. There were some students did not discipline in doing the test. They tried to look up dictionary. Then teacher forbade them looking up the dictionary and asked them to be honest and confident by themselves.

To analyze students' tests, the teacher used this formula to calculate it. The formula was:

$$Score = \frac{\Sigma \textit{right answer}}{\Sigma \textit{items}} \times 100\%$$

d. Reflecting

Then teacher and English teacher discussed about teaching learning process that have been done to find the weakness and how to fix it in the next cycle and made reflection to the next cycle. In this cycle, students still confused to create simple past sentence in nominal pattern. And some of them still passive in responding the other group answer. So the teacher decided to do the third cycle to find out the students understanding on simple past tense well.

4. Third Cycle

a. Planning

The third cycle was done on Monday September 4th 2010. This activity was done based on the reflection of the second cycle. They still confused to create simple past tense in nominal sentence.

So, this cycle, teacher made non verbal more than verbal in Tic Tac Toe grid.

b. Implementing

First, teacher greeted students and she checked the attendance list. Then as a brainstorming, teacher asked one student to answer her question. The question was “What your class condition one hour ago?” Then Dian Listiyana answered by using Indonesian. Then teacher translated it and wrote on the black board “My Class was clean an hour ago”. Then, teacher wrote the nominal simple past pattern.

Then teacher explained students little about simple past tense pattern just to make more understood. Then teacher gave other example, to make sure their understanding.

Then, teacher divided class to be couples. There were 14 couples and 7 students to be judge. Couple 1 matched with couple 2, couple 3 matched with couple 4 and soon. Then teacher distributed Tic Tac Toe paper to them. And she stuck Tic Tac Toe Grid on the blackboard. Then teacher explained about the procedure of Tic Tac Toe for the third meting. This procedure is similar with previous, but in this phase, each team had to make straight on the tic tac toe paper and blocked the enemy.

In this case, before playing Tic Tac Toe game, the teacher translated the words on Tic Tac Toe Grid and students respond her. In order students did not find any difficulties when played game. Teacher also allowed them to open dictionary.

Researcher and English teacher went around to observe their act and to check their answer. There was not student find any difficulties, but there were 3 judges asked the teacher or researcher about the correctness of the sentence. Immediately teacher gave explanation more to the group.

c. Observing

For about 30 minutes, students played Tic Tac Toe game. By using different procedure of previous cycle In this case, students were still enthusiasm to play this game. So it made the class condition to be noise. And students more discipline and could respond also check the opponent answer. Students were also more accurate to create sentences.

After playing Tic Tac Toe game, teacher conducted test. Teacher gave 15 minutes to do the test. The test consists of 10 multiple choices test. When doing the test, students were not allowed to open their dictionary and book. No body tried to look up the dictionary and ask other students' answer.

d. Reflecting

In this cycle, the students' improvement on understanding simple past tense was more significant. It could be seen from the average improvement score of the test and their enthusiastic in learning process, they were serious and made effort to understand simple past tense. The teacher and researcher decided to stop in this cycle, teacher and researcher concluded that students understood on simple past tense more significantly after being given treatment using Tic Tac Toe game since the first cycle until the third cycle.

B. The Students' Improvement of Understanding on Simple Past Tense after Being Taught Through The Use of Tic Tac Toe Game.

1. Students' Score of The Preliminary test

After conducting test, the researcher gave score. The correct answer got score 1 and wrong answer got 0 score. The maximum score was 10. Then, after finding the result of the students' test score, the researcher analyzed the score by using percentage of scoring as follow:

$$Score = \frac{\Sigma \text{right answer}}{\Sigma \text{items}} \times 100\%$$

Then the researcher used five letters: A, B, C, D and E to classify the grade of students' score level as presented on the tabel below.

Table. 1.1

The test result of pre cycle can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1	A- 1	6	60 %	C	Fair
2	A- 2	4	40 %	D	Less
3	A- 3	7	70 %	B	Good
4	A- 4	5	50 %	C	Fair
5	A- 5	5	50 %	C	Fair
6	A- 6	4	40 %	D	Less
7	A- 7	5	50 %	C	Fair
8	A- 8	8	80 %	B	Good
9	A- 9	4	40 %	D	Less
10	A- 10	6	60 %	C	Fair
11	A- 11	5	50 %	C	Fair
12	A- 12	9	90 %	A	Excellent
13	A- 13	8	80 %	B	Good
14	A- 14	8	80 %	B	Good
15	A- 15	7	70 %	B	Good
16	A- 16	8	80 %	B	Good
17	A- 17	8	80 %	B	Good
18	A- 18	4	40 %	D	Less
19	A- 19	6	60 %	C	Fair
20	A- 20	5	50 %	C	Fair
21	A- 21	6	60 %	C	Fair
22	A- 22	5	50 %	C	Fair
23	A- 23	6	60 %	C	Fair
24	A- 24	5	50 %	C	Fair
25	A- 25	7	70 %	B	Good
26	A- 26	6	60 %	C	Fair
27	A- 27	3	30 %	D	Less
28	A- 28	6	60 %	C	Fair
29	A- 29	8	80 %	B	Good
30	A- 30	6	60 %	C	Fair
31	A- 31	5	50 %	C	Less

32	A- 32	6	60 %	C	Fair
33	A- 33	3	30 %	D	Less
34	A- 34	6	60 %	C	Fair
35	A- 35	6	60 %	C	Fair
36	A- 36	4	40 %	D	Less
Total Score		210			
Mean		5.83			

Then from the result above the researcher calculated the achievement of study used this formula:

$$\text{The average of the student result: } \frac{\text{The total of students score}}{\text{The Number of students}} \times 100\%$$

Table 1.2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	1	2.78 %	Excellent
2	61 - 80	9	25 %	Good
3	41 - 60	19	52.78 %	Fair
4	21 - 40	7	19.44 %	Less
5	0 - 20	-	-	Poor
		36	100%	

From the data above there was 1 or 2.78% of 36 students got excellent mark. There were 9 or 25 % of 36 students got good mark, 19 or 52.78% of 36 students got fair mark and 7 or 19,44 % of 36 students got less mark. To know the mean score of result of tests researcher calculated the mean of test as follow:

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

Explanation:

M = The average of students' score

$$\sum X = \text{Total students' score was 210.}$$

$$N = \text{Total of students was 36.}$$

The computation of the average score was follow:

$$\frac{210}{36} = 5.83$$

The calculation result shows that the average of students' test result of preliminary cycle was 5.83. The highest score was 9 and the lowest score was 3.

From the result above, the mean of students in comprehend of simple past tense was low. The result of the average score was 5.83. This score was still low from the minimum standard score (KKM), it was 6. After giving the test, the researcher intended to use Tic Tic Toe game to the next activity to make students interest and enjoy the learning process.

2. Students' Score of The First Cycle

Table. 2.1

The test result of first cycle can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1	A- 1	10	100 %	A	Excellent
2	A- 2	6	60 %	C	Fair
3	A- 3	10	100 %	A	Excellent
4	A- 4	7	70%	B	Good
5	A- 5	9	90 %	A	Excellent
6	A- 6	5	50 %	C	Fair
7	A- 7	6	60 %	C	Fair
8	A- 8	10	100 %	A	Excellent
9	A- 9	5	50 %	C	Fair
10	A- 10	6	60 %	C	Fair
11	A- 11	6	60 %	C	Fair
12	A- 12	10	100 %	A	Excellent
13	A- 13	9	90 %	A	Excellent

14	A- 14	9	90 %	A	Excellent
15	A- 15	9	90 %	A	Excellent
16	A- 16	6	60 %	C	Fair
17	A- 17	10	100 %	A	Excellent
18	A- 18	10	100 %	A	Excellent
19	A- 19	9	90 %	A	Excellent
20	A- 20	5	50 %	C	Fair
21	A- 21	8	80 %	B	Good
22	A- 22	9	90 %	A	Excellent
23	A- 23	10	100 %	A	Excellent
24	A- 24	5	50 %	C	Fair
25	A- 25	7	70 %	B	Good
26	A- 26	6	60 %	C	Fair
27	A- 27	7	70 %	B	Good
28	A- 28	7	70 %	B	Good
29	A- 29	10	100 %	A	Excellent
30	A- 30	7	70 %	B	Good
31	A- 31	4	40 %	D	Less
32	A- 32	8	80 %	B	Good
33	A- 33	7	70 %	B	Good
34	A- 34	8	80 %	B	Good
35	A- 35	6	60 %	C	Fair
36	A- 36	7	70 %	B	Good
Total Score		273			
Mean		7.58			

Then from the result above the researcher calculated the percentage of achievement of study used formula. The result was below:

Table. 2.2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	14	38.89%	Excellent
2	61 - 80	10	27.78%	Good
3	41 - 60	11	30.55%	Fair
4	21 - 40	1	2.78%	Less
5	0 - 20	-	-	Poor
		36	100%	

From the data above, it could be seen that 14 or 38.89% of 36 students got excellent mark, 10 or 27.78% students of 36 students got good mark, 11 or 30.55 % of 36 students got fair mark, and 1 or 2.78% of 36 students got less mark. After that, the researcher calculated the mean using the same formula with previous research.

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

Explanation:

M = Mean

$\sum X$ = Total students' score was 273

N = total of students was 36

The computation of the average score was follow:

$$\frac{273}{35} = 7.58$$

The researcher's analysis shows that the average of students' test result of the first cycle was 7.58. The highest score was 10 and the lowest score was 4. The average of students test result increased 1.61. It was from 5.97 to be 7.58. Researcher concluded that students' understanding on simple past tense improved.

3. Students' Score of The Second Cycle

Table. 3.1

The test result of second cycle can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1	A- 1	8	80 %	B	Good
2	A- 2	7	70 %	C	Fair
3	A- 3	10	100 %	A	Excellent
4	A- 4	Absent	Absent	absent	-
5	A- 5	8	80 %	B	Good
6	A- 6	5	50 %	C	Fair
7	A- 7	5	50 %	C	Fair

8	A- 8	10	100 %	A	Excellent
9	A- 9	8	80 %	B	Good
10	A- 10	5	50 %	C	Fair
11	A- 11	6	60 %	C	Fair
12	A- 12	10	100 %	A	Excellent
13	A- 13	10	100 %	A	Excellent
14	A- 14	10	100 %	A	Excellent
15	A- 15	9	90 %	A	Excellent
16	A- 16	9	90 %	A	Excellent
17	A- 17	10	100 %	A	Excellent
18	A- 18	8	80 %	B	Good
19	A- 19	6	60 %	C	Fair
20	A- 20	7	70 %	B	Good
21	A- 21	9	90 %	A	Excellent
22	A- 22	8	80 %	B	Good
23	A- 23	10	100 %	A	Excellent
24	A- 24	6	60 %	C	Fair
25	A- 25	9	90 %	A	Excellent
26	A- 26	8	80 %	B	Good
27	A- 27	7	70 %	B	Good
28	A- 28	9	90 %	A	Excellent
29	A- 29	10	100 %	A	Excellent
30	A- 30	9	90 %	A	Excellent
31	A- 31	5	50 %	C	Fair
32	A- 32	7	70 %	B	Good
33	A- 33	7	70 %	B	Good
34	A- 34	6	60 %	C	Fair
35	A- 35	8	80 %	B	Good
36	A- 36	7	70 %	B	Good
Total Score		276			
Mean		7.88			

Then from the result above the researcher calculated the percentage of achievement of study used the same with previous formula. The result was below:

Table. 3.2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	14	40 %	Excellent

2	61 - 80	13	37.14%	Good
3	41 - 60	8	22.86%	Fair
4	31 - 40	-	-	Less
5	0 - 20	-	-	Poor
		35	100%	

From the table above, it could be seen that 14 students or 40 % of students from VIII C got excellent mark, 13 or 37.14 % students got good mark, and 8 or 22.86 % students got fair mark,. From that result, the researcher could calculate the average (mean) of the score as below:

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

Explanation:

M = Mean

$\sum X$ = Total students' score was 276

N = total of students was 35

The computation of the average score was follow:

$$\frac{276}{35} = 7.88$$

The result of students' average result was better than before. Although, still there were some students got score close to standard of minimum score.

4. Students' Score of The Third Cycle

Table. 4.1

The test result of third cycle can be seen in the table below:

NO	Students' code	Score	Percentage	Letter Score	Category
1	A- 1	10	100 %	A	Excellent

2	A- 2	7	70 %	B	Fair
3	A- 3	10	100 %	A	Excellent
4	A- 4	9	90%	A	Good
5	A- 5	9	90 %	A	Good
6	A- 6	10	100 %	A	Excellent
7	A- 7	8	80 %	B	Good
8	A- 8	10	100 %	A	Excellent
9	A- 9	10	100 %	A	Good
10	A- 10	9	90 %	A	Good
11	A- 11	9	90 %	A	Good
12	A- 12	10	100 %	A	Excellent
13	A- 13	8	80 %	B	Good
14	A- 14	9	90 %	A	Good
15	A- 15	10	100 %	A	Excellent
16	A- 16	8	80 %	B	Good
17	A- 17	10	100 %	A	Excellent
18	A- 18	9	90 %	A	Good
19	A- 19	6	60 %	C	Fair
20	A- 20	9	90 %	A	Good
21	A- 21	9	90 %	A	Good
22	A- 22	10	100 %	A	Excellent
23	A- 23	10	100 %	A	Excellent
24	A- 24	7	70 %	B	Fair
25	A- 25	6	60 %	C	Fair
26	A- 26	6	60 %	C	Fair
27	A- 27	7	70 %	B	Fair
28	A- 28	9	90 %	A	Good
29	A- 29	10	100 %	A	Excellent
30	A- 30	8	80 %	B	Good
31	A- 31	8	80 %	B	Good
32	A- 32	10	100 %	A	Excellent
33	A- 33	6	60 %	C	Fair
34	A- 34	10	100 %	A	Excellent
35	A- 35	7	70 %	B	Fair
36	A- 36	9	90 %	A	Good
Total Score		312			
Mean		8.66			

Then from the result above, researcher classified the score by using formula same previous research. The purpose was to know how many students reached the result of study.

The result was below:

Table. 4.2

The Category of The Students Score and Their Percentage:

No	Interval	Freq	Percentage	Category
1	81 – 100	23	63.89%	Excellent
2	61 - 80	9	25 %	Good
3	41 - 60	4	11.11 %	Fair
4	31 - 40	-	-	Less
5	0 - 20	-	-	Poor
		36	100%	

From the table above, the result of student score increased significantly. There were 23 or 63.89 % of 36 students got excellent mark, 9 or 25 % of 36 students got good mark, and 4 or 11.11 % of 36 students got fair mark. Then researcher calculate the average (mean) of the score as below:

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

Explanation:

M = Mean

$\sum X$ = Total students' score was 312

N = total of students was 36

The computation of the average score was follow:

$$\frac{312}{36} = 8.66$$

From the researcher's analysis, it shows that the average of students' test result of third cycle was 8.66 with the highest score was 10 and the lowest score was 6. There were improvements from one cycle to the other cycle. The result of this cycle was also considered as

implementation. It was better than the previous one, although still there were four students that got minimum score they were M. Nur hafidzon (60), Qomariyah (60), Rini Nuryani (60) and Sunarmi (60). The researcher concluded that the students' difficulties in understanding on simple past tense were solved enough through the use of Tic Tac Toe game.

So, the improvement of result test score from the category of preliminary to cycle III can be seen as follow:

Table. 4.3

The Result of Test from the First Cycle until Third Cycle as Follow:

No	Students Code	Preliminary	Cycle I	Cycle II	Cycle III
1	A- 1	6	10	8	10
2	A- 2	4	6	7	7
3	A- 3	7	10	10	10
4	A- 4	5	7	Absent	9
5	A- 5	5	9	8	9
6	A- 6	4	5	5	10
7	A- 7	5	6	5	8
8	A- 8	8	10	10	10
9	A- 9	4	5	8	10
10	A- 10	6	6	5	9
11	A- 11	5	6	6	9
12	A- 12	9	10	10	10
13	A- 13	8	9	10	8
14	A- 14	8	9	10	9
15	A- 15	7	9	9	10
16	A- 16	8	6	9	8
17	A- 17	8	10	10	10

18	A- 18	4	10	8	9
19	A- 19	6	9	6	6
20	A- 20	5	5	7	9
21	A- 21	6	8	9	9
22	A- 22	5	9	8	10
23	A- 23	6	10	10	10
24	A- 24	5	5	6	7
25	A- 25	7	7	9	6
26	A- 26	6	6	8	6
27	A- 27	3	7	7	7
28	A- 28	6	7	9	9
29	A- 29	8	10	10	10
30	A- 30	6	7	9	8
31	A- 31	5	4	5	8
32	A- 32	6	8	7	10
33	A- 33	3	7	7	6
34	A- 34	6	8	6	10
35	A- 35	6	6	8	7
36	A- 36	4	7	7	9
	Mean	5.83	7.58	7.88	8.66

C. Discussion

After the researcher implemented Tic Tac Toe game in teaching simple past tense, she got the data. There were significant improvements from the students' understanding on simple past tense. Students were being enthusiastic in teaching and learning process by using game. Most of students be active in respond to students or teacher question. Students also could distinguish verb I and Verb II. It was analyzed from each cycle and

then the researcher got the result of the classroom action research as followed:

Preliminary Research	Cycle I	Cycle II	Cycle III
5.83	7.58	7.88	8.66

It was the result of students' average score from preliminary cycle to cycle 3. From the table above we can see that there was significant improvement of students' understanding on simple past tense.

There were many factors that influenced the result of study. One of the factors was teaching aid or media. When a teacher employed an appropriate teaching aid or media that is suitable with the method, the students enjoyed the lesson. Based on the test result that had been done, it can be described that using Tic Tac Toe game as a teaching media in the process of learning English at VIII C students' of MTs Nahjatus Sholihin Kragan Rembang could improve students' understanding on Simple Past tense. Actually, the use of appropriate teaching media made students easy to understand material that is delivered by the teacher. Learning used game is effective to encourage students' ability. It can stimulate students' to be active. Tic Tac Toe game was not only appropriate to teach simple past tense but also it was appropriate for teaching vocabulary, spelling or simple future tense. Tic Tac Toe game stimulates students' mind and it is one way of encouraging students creativity to create a sentence. Thus, in fact Tic Tac Toe game was good medium to improve students' understanding on simple past tense.