

**IMPLEMENTING TIC TAC TOE GAME IN TEACHING
ENGLISH VOCABULARY FOR THE FIFTH-GRADE
STUDENTS OF SD DANA PUNIA SINGARAJA**



By:
NI PUTU AYU NIYA LOVIYANI
1812021194

**ENGLISH LANGUAGE EDUCATION
FOREIGN LANGUAGE DEPARTMENT
LANGUAGE AND ART FACULTY
GANESHA UNIVERSITY OF EDUCATION**

2022

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS DAN
MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI
GELAR SARJANA PENDIDIKAN**

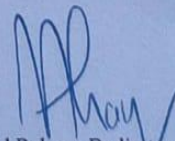
Menyetujui

Pembimbing I,



Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

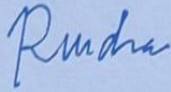
Pembimbing II,



Luh Gd Rahayu Budiarta, S.Pd., M.Pd.
NIP. 193309192018032001

Skripsi oleh Ni Putu Ayu Niya Loviyani
Telah di pertahankan di depan dewan penguji
pada tanggal 21 Januari 2022

Dewan Penguji,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd
NIP. 197609022000031001

(Ketua)

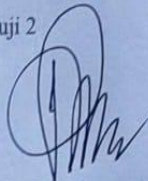
Penguji 1



Made Hery Santosa, Ph.D
NIP. 197910232003121001

(Anggota)

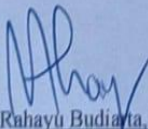
Penguji 2



Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

(Anggota)

Penguji 3



Luh Gd Rahayu Budianta, S.Pd., M.Pd.
NIP. 193309192018032001

(Anggota)

Lembar Persetujuan dan Pengesahan Panitia Ujian Skripsi

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni

Universitas Pendidikan Ganesha

guna memenuhi syarat-syarat untuk mencapai gelar sarjana pendidikan

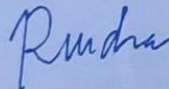
Pada:

Hari : Kamis

Tanggal : 27 Januari 2022

Mengetahui,

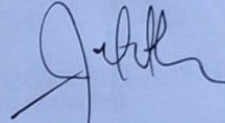
Ketua Ujian,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd

NIP. 197609022000031001

Sekretaris Ujian,



Dr. I G A Lokita Purnamika, S.Pd., M.Pd

NIP. 198304022006042001

Mengesahkan

Dekan Fakultas Bahasa dan Seni



Prof. Dr. I Made Sutarna, M.Pd.

NIP. 196004241986031002

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Implementing Tic Tac Toe Game in Teaching English Vocabulary for the Fifth-grade Students of SD Dana Punia Singaraja" beserta isinya adalah benar-benar karya saya sendiri, dan saya tidak melakukan penjiplakan dan mengutip dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko atas sanksi yang dijatuhkan kepada saya apabila dikemudian hari ditemukan adanya pelanggaran atau etika keilmuan dalam karya saya ini, atau ada klaim terhadap keaslian karya ini.

Singaraja 19 Januari 2022

Yang membuat pernyataan



Ni Putu Ayu Niya Loviyani

ACKNOWLEDGMENT

First of all, the author wants to express her sincere gratitude to the Almighty God, Ida Sang Hyang Widhi Wasa, for all of the blessings in finishing this thesis entitled “Implementing Tic-Tac-Toe Game in Teaching English Vocabulary for the Fifth-grade Students of SD Dana Punia Singaraja”. The author also would like to extend her gratitude and appreciation toward all of the people who helped her bring this study to reality. Therefore, the writer would like to say thanks and give the highest appreciation to:

1. Family, especially my parents, for loving, supporting, encouraging, facilitating, and giving an endless prayer to the author.
2. Prof. Dr. Ni Nyoman Padmadewi, M.A. as the first supervisor and Luh Gd Rahayu Budiarta, S.Pd., M.Pd. as the second supervisor who has given valuable time, support, suggestions, advice, and supervision along with the completion of this thesis.
3. Pasek Hadi Saputra as the academic supervisor for almost four years with lots of care, support, motivation, and suggestion.
4. All of the ELE's lectures who always give meaningful suggestions along with the completion of this thesis and lots of love, supports, encouragement for almost four years.
5. The headmaster of SD Dana Punia Singaraja who has so helpful in giving me access in collecting the research data.
6. Mr. Pasek as teacher SD Dana Punia Singaraja which has supported this research and provided valuable time in initial observations.
7. The best partner in my life. My parents, thank you for never let me down since the day one until today. Thank you for loving, supporting, encouraging, facilitating, and giving an endless prayer even sacrificing lots only to make me believe that I can be the best version of my self.
8. The writer human diary “Rahul Krisna Nasution” for being my number one partner along my journey in this college. Thank you for always there when

everyone dragged me down and I thank God for all the stories, competition and memories we had together.

9. The writer partner in crime I Kadek Arya Antara, I Nyoman Adi Purnawan, I Nyoman Surya Prawira for being so helpful and keep motivate me to finish this thesis.
10. The writer's friends and classmates that cannot be mentioned one by one; organization mates, Glory Class, RNS Team, and ELE's family

The author is fully aware that what is presented in this thesis is still far from perfect because of the limitations of the writer's abilities. For this reason, the author expects all constructive criticism and suggestions from various parties are highly appreciated and expected for this research. The author hopes that this thesis can be useful and beneficial for the development of English language teaching-learning process.

Singaraja, January, 7th 2022



Ni Putu Ayu Niya Loviyani

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
DEDICATIONS.....	iii
ABSTRACT.....	iv
ABSTRAK	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF FORMULAS	x
LIST OF APPENDICES	xi
CHAPTER I.....	1
1.1 Research Background.....	1
1.2 Problem Identification.....	5
1.3. Limitation of the Study.....	6
1.4 Research problem.....	6
1.5 The objective of the Study.....	6
1.6 Significance of the Study.....	7
1.7 Definition of Key Terms.....	7
CHAPTER II.....	11
2.1 Theoretical Review.....	11
2.2 Empirical Review.....	31
2.3 Conceptual Framework.....	35
2.4 Research Hypothesis.....	35
CHAPTER III.....	37
3.1 Research Design.....	37
3.2 The Setting of the Study.....	38
3.3 Variable of the study.....	39
3.4 Population and Sample.....	39

3.5 Research Instruments.....	40
3.6 Validity and Reliability Testing.....	47
3.7 Procedure of Data Collection.....	56
3.8 Method and Technique of Data Analysis.....	57
3.9 Statistical Hypothesis.....	66
CHAPTER IV.....	69
4.1 Findings.....	69
4.2 Discussion.....	103
4.3 Implications.....	110
CHAPTER V.....	112
5.1 Summary.....	112
5.2 Conclusion.....	113
5.3 Suggestion.....	114
REFERENCES.....	116
APPENDICES.....	126



LIST OF TABLES

Table 2. 1 Tic Tac Toe Grid.....	30
Table 2. 2 Tic Tac Toe Vocabulary's Answer.....	31
Table 3. 1 The Blueprint of Vocabulary Test.....	41
Table 3.2 The Blueprint of Tic Tav Toe Game's Implementation.....	44
Table 3. 3 Observation Sheet of Tic Tac Toe Implementation.....	46
Table 3. 4 Cross Tabulation Table for Try-out Test.....	48
Table 3. 5 Ratio used in Measuring Content Validity.....	48
Table 3. 6 Qualification of Empirical Validity.....	50
Table 3. 7 The Result of the try-out test before using Tic Tac Toe Game.....	50
Table 3. 8 Ratio used in Measuring Reliability.....	52
Table 3. 9 Result of Try-out Reliability Analysis.....	53
Table 3. 10 Expert Judgement Result for the Questionnaire.....	53
Table 3. 11 The Questionnaire Validity.....	55
Table 3. 12 Result of Questionnaire Reliability Analysis.....	56
Table 3. 13 Qualification in Determining Hypothesis.....	62
Table 3. 14 Cohen's Effect Size Level.....	63
Table 3. 15 The Respondent's Total Score Interpretation of the Questionnaire.....	65
Table 3. 16 The Allignment of Research Questions and Data Collection.....	67
Table 4. 1 The Resuolt of Students' English Vocabulary Test	73
Table 4. 2 Case Processing Summary.....	74
Table 4. 3 Descriptive Statistics of Students Vocabulary Mastery	75
Table 4. 4 The Normality Test Result of Fifth-Grade Students of Dana Punia.....	76
Table 4. 5 Homogeneity Result of Pre-test and Post-test.....	79
Table 4. 6 Paired-samples Correlations Result of Pre-test and Post-test.....	80
Table 4. 7 Paired-samples t-test's Result of pre and post-test in.....	80
Table 4. 8 Students' Opinions about Tic Tac Toe Implementation.....	82
Table 4. 9 The Questionnaire's Result Interpretation.....	84

LIST OF FIGURES

Figure 3. 1 The Gamified Experience.....	66
Figure 3. 2 The Diagram Continuum.....	66
Figure 4. 1 Pre-test Situation.....	72
Figure 4. 2 Responding a Student.....	72
Figure 4. 3 Post-test Situation.....	72
Figure 4. 4 The diagram of students' result of vocabulary mastery.....	83
Figure 4. 5 The effect size of the implementation of Tic Tac Toe Game.....	86
Figure 4. 6 The continuun diagram adopted from (Sugiyono, 2017).....	88
Figure 4. 7 I like Tic Tac Toe Game appearance.....	89
Figure 4. 8 I can use Tic Tac Toe Game to Learn about English vocabulary easily.....	89
Figure 4. 9 I like to use Tic Tac Toe Game to learn about English vocabulary.....	90
Figure 4. 10 I am interesting to learn English vocabulary using Tic Tac Toe Game.....	91
Figure 4. 11 I became more active when learning English vocabulary using Tic Tac Toe Game.....	92
Figure 4. 12 I can remember more English vocabulary when using Tic Tac Toe Game..	93
Figure 4. 13 I can learn English vocabulary using Tic Tac Toe Game easily.....	94
Figure 4. 14 I feel happy to learn English vocabulary using Tic Tac Toe Game.....	95
Figure 4. 15 I feel challenging in playing tic tac toe game in learning English vocabulary	96
Figure 4. 16 I can easily understand the instruction in leqarning English vocabulary using Tic Tav Toe Game.....	98
Figure 4. 17 Explaining the material.....	98
Figure 4. 18 Introducing Tic Tac Toe Game.....	99
Figure 4. 19 The Tic Tac Toe Game.....	99
Figure 4. 20 The Class Activity.....	100
Figure 4. 21 Explaining the material.....	100
Figure 4. 22 Using Tic Tac Toe Game in class.....	100
Figure 4. 23 Engaging the students.....	100
Figure 4. 24 Asking the students.....	100
Figure 4. 25 Group X discussion.....	100
Figure 4. 26 Group O discussion.....	101
Figure 4. 27 Ice breaking time.....	101
Figure 4. 28 Tic Tac Toe result.....	102
Figure 4. 29 Group X's answer.....	102
Figure 4. 30 Group O's answer.....	103
Figure 4. 31 The result of Tic Tac Toe Game.....	104
Figure 4. 32 Playing video about the material.....	104
Figure 4. 33 The students' answering the Tic Tac Toe Game.....	104
Figure 4. 34 The Tic Tac Toe result	104

LIST OF FORMULA

Formula 3. 1 Gregory formula.....	48
Formula 3. 2 Content validity formula.....	49
Formula 3. 3 Content validity formula.....	54
Formula 3. 4 The effect size formula.....	63
Formula 3. 5 The questionnire percentage.....	66
Formula 3. 6 Hypothesis formula.....	67



LIST OF APPENDICES

Appendix 1 Attachment Letters.....	126
Appendix 2 Sample of the Study	129
Appendix 3 Blue Print	131
Appendix 4 Lesson Plan	135
Appendix 5 Expert Judgement	144
Appendix 6 Validity and Reliability	152
Appendix 7 Result	183
Appendix 8 Data Analysis	186
Appendix 9 Documentation	193

